

Curriculum (Teaching & Learning) policy – Melrose and the Pre-Preparatory Department

Introduction

The purpose of this policy document is to define the principles and aims of the curriculum to support teaching and learning 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 Assessment, Communication, SEND, EYFS, Differentiation, Homework Policy and all subject policies.

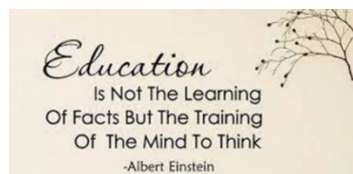
Principles

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,
- To **create** an environment where each girl can be happy, love learning and make lifelong friends,
- To **inspire** each girl to be the best she can be.

Principles



At Melrose, we aim to deliver a curriculum that provides all pupils, whatever their needs, with the experiences, skills and tools to become confident, curious, well-rounded and resilient individuals who are enthused and inspired by the challenges and opportunities that school has to offer. All pupils receive a programme of education that will support their academic, personal, spiritual, moral, social and cultural development. This enables them to enjoy their talents to the full, develop wider interests, encourage respect and tolerance towards others (with particular regard to age, disability, gender, race, sexual orientation, religion and beliefs) and prepare them to make the most of the opportunities and experiences of adult life in British society. The

curriculum is designed to promote the fundamental British values of individual liberties, tolerance of those from different faiths or with different beliefs, and democracy.

We actively encourage pupils to feel motivated to aim high, take risks and develop as independent learners, driven by their own self-belief. This is supported by recognising intellectual, physical, emotional or creative effort and the ability to think and learn for themselves.

Our curriculum is underpinned by the

Melrose Seven Key Principles for Learning:

1. Teach pupils through a progressive curriculum and sequential learning
2. Aid recall through lesson planning, recapping and delivery
3. Use the Gradual Release of Responsibility Model to deliver and elicit new learning through clear lesson planning and delivery
4. Build positive and respectful relationships
5. Set out daily routines and expectations
6. Enrich and promote language and communication
7. Organise the physical environment to benefit the learning process

Principle 1 - Teach pupils through a progressive curriculum and sequential learning

Key Learning point:

In order to make sense of new information and appreciate its meaning, pupils need to be able to connect it to what they already know, which will assist in committing it to memory.

Strategies for Effective Practice:

- Progressive and sequential curriculum seen over time through pupil work
- Teachers clear on what they are teaching over time and how it links to prior learning
- Teachers are able to articulate why they are teaching a specific topic, setting out clear and specific Learning Objectives and Success Criteria (WALTs We Are Learning To. WILFs What I Am Looking For) and how this area of knowledge will impact on future learning
- Know which skills and knowledge have been set out by the curriculum and have been previously taught and know what the endpoints are for each subject or topic.
- Build learning on a platform of what pupils already know, linking knowledge and understanding, and encouraging reflective practice through modelling effective Self Assessments

Principle 2 - Aid recall through lesson planning, recapping and delivery

Key Learning Point:

Educators can make pupils' knowledge more secure by giving them practice in using and retrieving taught information over time. The more pupils' knowledge develops, the more this frees their working memory to process new ideas.

Strategies for Effective Practice:

- Recap at the beginning of each lesson
- Present new material in small steps
- Offer pupils guided practice initially, practicing together before moving to independent practice (I do, we do, you do)
- Plan when and how to return to key concepts
- Plan to retrieve knowledge which will be relevant to a new topic

Principle 3 - Gradual Release of Responsibility Model used to deliver and elicit new learning through clear lesson planning and delivery

Key Learning Point:

The delivery of new content must be precise and focussed, sequentially building upon prior knowledge and must not overly stretch the limited working memory.

Strategies for Effective Practice:

- Gradual Release of Responsibility Model – Modelled, Shared, Guided, Independent
- Present new material using small steps
- Ask questions
- Provide scaffolds for difficult tasks
- Guide pupil practice and check for understanding
- Independent practice
- Weekly and monthly review

Principle 4 - Build positive and respectful relationships

Key Learning Point:

Positive relationships underpin creating the correct environment for learning. They are important for instilling trust, security and constructive feedback for pupils to progress.

Strategies for Effective Practice:

- Modelling behaviour and respectful relationships
- Positive reinforcement

- Fostering respectful conversations between adults, pupils and peer on peer
- Creating a safe environment for learning where effort is valued, and mistakes are seen as part of the learning process – linked to Melrose Mindset
- Engage parents in their child's learning and development

Principle 5 – Set out daily routines and expectations

Key Learning Point:

Clear routines inside and outside the classroom are essential to allow a positive behaviour management system. If clear standards and expectations have been set, it allows the focus to be on learning.

Strategies for Effective Practice:

- Clear class routines
- Recognise and adapt routines to meet the needs of individual pupils and set expectations of learning behaviours
- Have clearly identifiable break and lunch routines
- Create a purposeful learning environment with pupils entering the classroom quickly and calmly and ready to learn
- Address non-compliance by providing supportive and consistent boundaries.

Principle 6 – Enrich and promote language and communication

Key Learning Point:

Learning is best supported when pupils hear and use a wide variety of vocabulary. The process of learning general vocabulary and new complex subject specific terminology needs to be considered deliberately and explicitly as part of teacher instruction.

Strategies for Effective Practice:

- Model language and communication
- Plan for deliberate vocabulary development
- Support pupils to improve verbal responses encouraging them to say it in an improved way
- Plan for structured discussion
- Encourage skills of discussion and debate

Principle 7– Organise the physical environment to benefit the learning process

Key Learning Point:

Educators must ensure that pupils focus on what is being taught and overcome competing demands on their attention. A successful learning environment must set the standard through

displaying work, making clear curriculum links and supporting pupils with key learning facts to aid the learning process and create a sense of individual and school pride.

Strategies for Effective Practice:

- Create an environment in which pupils can access areas and resources readily and independently
- Design appealing opportunities to promote reading
- Manage attention and limit distractions through the environment to support pupils in maintaining focus for periods of time
- Ensure displays have a clear purpose and classroom display is not overstimulating
- Limit unnecessary text on slides

These principles support our curriculum aims which are 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 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.

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 e.g.; Hamid the Hedgehog (have a go), Ellie the Elephant (think for yourself), Desmond Duck (don't give up), Marvin the Meerkat (be curious), Ping the Panda (take time to think) and Tim and Tina (be co-operative).



These provide a foundation and lead into the Future-Ready Skills followed in the Senior School.

Teaching and Learning

The School Day

Pre-Preparatory Department:

08:45 – 11:45 half day.

08:45 – 14:45 full day.

Preparatory Department:

Lower Preparatory 08:40 – 14:45

Middle & Upper Preparatory 08:40 – 14:55

Junior Department: 08:40 - 15:30

Foundation Stage

- The Early Years Foundation Stage (EYFS) is underpinned through play; this is fundamental to all aspects of a pupil'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.) Sample EYFS Timetable (Appendix 1).

Preparatory Department

- Preparatory Department pupils are taught the following subjects: Mathematics, English, Humanities including RE, History and Geography, Science, French, Art, Design Technology, ICT, PSHE, Music, all aspects of PE (including Ballet and Swimming), Forest / Beach School Outdoor Education. These are taught with cross curricular links wherever possible. Sample Preparatory Timetable (Appendix 2).
- Pupils are generally taught by a class teacher who is supported by a classroom Learning Support Assistant.
- Pupils transferring 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. Sample Junior Department Timetable (Appendix 3)
- 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. These are strategically planned to enhance and extend the subject learning in the classroom. 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 and Lihou.
- 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, Mathematic Problem Solving, Thinking & Learning Activities, Sports and Forest / Beach Schools activities. This programme is cross- curricular supporting both Core and Foundation subjects. The Pupils in the Preparatory Department experience a Forest Schools programme on a Friday afternoon. Sample Curriculum Enrichment Plan (Appendix 4)

Co-Curricular

- 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, Outdoor, 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 e.g.; 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. All planning is stored centrally on SharePoint.
- Weekly planning is monitored by the Heads of the Junior and Preparatory Departments.
- 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 ECT 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 meet 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

Meetings with Subject Leaders are used to promote consistency of approach to teaching and learning.

- Work scrutiny occurs to facilitate consistent marking and feedback.

- Discussion with pupil.
- Half-termly moderation meetings occur to promote consistency in writing assessment.
- Teaching staff use peer observation sessions to share good practice.
- The Junior Department use biennial summative assessment to inform planning and ensure progression.
- Individual pupil tracking is in place to record 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 local and national level.
- Reviewing the way their subject is taught and delivered.
- Ensuring that assessments are completed and target areas identified and actioned.
- 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 e.g.; 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 and Lent Terms offering parents feedback on effort and progress shown through both assessments and classwork.

- Parents receive Mid-Year and End of Year reports
- 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 Passport

Appendix 1 – Sample Foundation Stage Timetable

Lower Prep Timetable Michaelmas Term 1 Week 1 - 20.09.2021
(20 Girls) **MEDICAL:** Child X -Gluten Free

	8.40-8.55	8.55-9.15	9.20-9.45	9.50-10.10	10.10-10.30	10.30-10.40	10.40-11.00	11.00-11.45	11.45-12.50	1.00-1.15	1.15-2.10	2.15-2.45	After School
MONDAY													
TUESDAY													
WEDNESDAY													
THURSDAY													
FRIDAY													

Appendix 2 - Sample Preparatory Department Timetable

	8.40 - 8.55	8.55-9.15	9.20-9.45	9.50-10.10	10.10-10.30	10.30-11:00	11.00-11.15	11.15-11.30	11.45-12.50	1.00-1.30	1.30-2.00	2.00-2.30	2.40-2.55	After School	
MONDAY	Registration	Weekend	Phonics/ spellings	Swimming			Break	Literacy/Challenges		Lunch	Music	ICT		STORY TIME	Dept. Meeting Staff Meeting
TUESDAY		Spellings	Maths/Challenges			Break	Reading Groups DLD AR SW	Topic/Challenges		Lunch- come in early to change	Ballet 1:00-1:30	French 1.30-2.00	Sports Commission 2.00-2.30		
WEDNESDAY		Handwriting	Maths/Challenges		Hymn Practice	Break (Duty)	Phonics/ Spellings	Literacy/Challenges		Lunch	Science/Challenges AR - Library			STORY TIME	
THURSDAY		Espresso	Maths/Challenges		Whole School Assembly	Break	Reading Groups DLD AR SW	Literacy/Challenges		Lunch	Phonics/ Spellings	Art (in Studio)		STORY TIME	
FRIDAY		Critical	Maths/Challenges		Preps Assembly	Break	Phonics/ Spellings	Literacy/Challenges		Lunch	Golden Time/Challenges			STORY TIME	

Appendix 3 - Sample Junior Timetable

JR Timetable														
CLASS														
	Reg	1	2	Assembly	Break	3	4	5	Lunch	Form Time	6	7	8	9
	08.40	8.45-9.15	9.15-9.45	9.50-10.10	10.10-10.30	10.30-11.00	11.00-11.30	11.30-11.55	11.55-1.05	1.05-1.30	1.30-2.00	2.00-2.30	2.30-3.00	3.00-3.30
Monday		English		JUNIORS		Guided Reading	Maths			Nessy Spellings	Drama	TCH	Art SW/JL	
Tuesday		Streamed Maths		WHOLE SCHOOL		French CJ	PE	RCB		Spelling	Curriculum Enrichment			
Wednesday		Guided Writing		HYMN PRACTICE		Maths	R.E. ALC			English	PE	EDU	PSHE	
Thursday		Streamed Maths		WHOLE SCHOOL		English	Guided Spelling			Tables Club	Music	JO	Humanities	
Friday		Humanities		Mindfulness		Maths	Guided Reading	Maths		Science	KC		ICT	LD

Appendix 4 - Sample Curriculum Enrichment Plan

Form Time	Michaelmas First Half (7 wks)	Michaelmas Second Half (6 wks)	Lent First Half (6 wks)	Lent Second Half (4/5 wks)	Trinity First Half (5 wks)	Trinity Second Half (4 wks)
JR 1.30-2.30	FOOD TECH (LD & SW)	SPORTS COMM. (KL)	OUTDOOR/BEACH/DT (LD & SW)	DESIGN TECHNOLOGY (LD & KL)	FOREST SCHOOLS 1.30-3.00 (JK & DA) LD to UP	SPORTS COMM. (KL – LD N/C)
JR 2.30-3.30	FOOD TECH (LD & SW)	THINKING & LEARNING (LD)	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING (LD & SW)	SPORTS COMM. (LD)	FOREST SCHOOLS (JK & DA) LD to UP	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING (JL & LD)
F1 1.30-2.30	FOREST SCHOOLS 1.30-3.00 (JK & DA) KC & KL to UP	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING (KC)	FOOD TECH (JL & KC)	SPORTS COMM. (KC)	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING (JL & KC)	DESIGN TECHNOLOGY (JL & KC)
F1 2.30-3.30	FOREST SCHOOLS (JK & DA) (JL – OBSERVE 2 WKS)	SPORTS COMM. (KL – KC N/C)	FOOD TECH (JL & KC)	OUTDOOR/BEACH/DT (KC & KL)	THINKING & LEARNING (JL & SW KC N/C)	SPORTS COMM. (KC)
F2 1.30-2.30	HOCKEY SPORTS DEVELOPMENT. (TL)	FOREST SCHOOLS 1.30-3.00 (JK & DA) LD to UP – TL C/C	ICT (TL)	FOOD TECH (TL & SW)	TENNIS SPORTS DEVELOPMENT (TL/KL)	ICT (TL)
F2 2.30-3.30	ICT (TL) (JL OBSERVE 2 WKS)	FOREST SCHOOLS (JK & DA) TL to UP	RUGBY SPORTS DEVELOPMENT. (KL – TL N/C)	FOOD TECH (TL & SW)	ICT (TL)	OUTDOOR / BEACH/DT (TL & KL)
F3 1.30-2.30	ICT (TL) (JL OBSERVE 2 WKS)	OUTDOOR/BEACH/DT (SM & SW)	RUGBY SPORTS DEVELOPMENT. (KL – SM N/C)	OUTDOOR (SM)	ICT (SM & SW)	FOOD TECH (SM & SW)
F3 2.30-3.30	HOCKEY SPORTS DEVELOPMENT (SM)	ICT (SM & SW)	ICT (SM & SW)	OUTDOOR (SM)	TENNIS SPORTS DEVELOPMENT (KL – SM N/C)	FOOD TECH (SM & SW)