

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

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1. Policy Intent

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.

The Ladies' College aims:

- To **encourage** each girl to grow in confidence, develop her talents to the full and 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.

At Melrose, we are dedicated to offering a nurturing and compassionate learning environment rooted in Christian values and effective teaching methodologies, with the primary goal of enabling every student to reach their full potential. Our commitment to rigorous academic standards, coupled with comprehensive readiness for future education and life, is deeply grounded in a culture of empathy, compassion, and a keen awareness of the rights and duties of being a responsible global citizen.

Our broad and varied curriculum is designed to nurture self-confidence in all our girls whilst developing their personalities, instilling lifelong passions, and cultivating a sense of serving their community. It aims to offer a well-rounded education that caters to students of all abilities and spans across the age group 2-11, giving them the opportunity to take ownership of their learning and, as a result, their progress.

2. Melrose Mindset

The Melrose Mindset is the school's overarching framework which fosters a holistic approach to pupils' learning and development. It underpins the delivery of the curriculum, We use this framework to focus on skills, knowledge and character. The core areas are as follows:

Curiosity, Resilience, Collaboration, Initiative, Risk Taking, Reflective

These strands are interwoven into teachers' planning, pupils' lessons and permeate the learning culture.

3. Aims:

- a. To contribute effectively to pupils' intellectual, physical and personal attainment and development.

- b. To be appropriate for the age, ability, gender and ethnic background of all pupils.
- c. To prepare the pupils for the next stage in their education as well as their later lives in an unpredictable, changing world.
- d. To provide a suitable and effective learning environment for those pupils requiring special provision, including very able pupils and those with any form of learning difficulty.
- e. To provide an equality of opportunity for all pupils to learn and progress.
- f. To provide access to a wide range of extracurricular activities for the purpose of enrichment.
- g. To foster an environment where each pupil becomes independent and takes responsibility for their learning.

4. Breadth of the Curriculum

The curriculum offered aims to provide a wide range of opportunities to promote effective learning and personal growth. Schemes of work are in place for all subject areas and year groups. The school's curriculum aims to provide all pupils of compulsory school age with an experience in the following areas:

- a. Linguistic
- b. Mathematical
- c. Scientific
- d. Technological
- e. Human and social
- f. Physical
- g. Aesthetic and creative

Our co-curricular programme allows pupils to be exposed to a range of activities, skills and experiences beyond what is learnt during timetabled lessons.

5. Linguistic

We aim to develop the ability of pupils to communicate effectively, increasing their command of language through listening, speaking, reading and writing. These aims apply essentially to the teaching of English. However, they also apply to the teaching of other languages such as French, taught as a timetabled lesson from Nursery, and Spanish, taught as a co-curricular option from Year 3.

6. Mathematical

As a core subject Mathematics is taught throughout the school. We aim to develop a knowledge and understanding of mathematical principles by using a variety of teaching methods including practical activities, exploration and discussion.

7. Scientific

Science is a core subject throughout the school, and the curriculum aims to increase

pupils' knowledge and understanding of nature, materials and forces. It also aims to develop those skills associated with science as a process of enquiry through observation, forming hypotheses, conducting experiments and recording findings.

8. Technological

Pupils are taught in timetabled lessons how to use information and communication technology (IT) from Reception up to the end of Year 6, and these skills are refined through practice across a wide range of subjects. Pupils are instructed in the tools and techniques which allow them to develop skills to enable them to be successful in the future. The pupils have access to technology within co-curricular clubs too eg. Animation Club, Touch Typing and VR club.

9. Human and Social

Through the teaching principally of Geography, History and RE (Religious Education), Melrose pupils focus on people and their environment, and look at how human action has influenced, and can influence, events and conditions. Pupils gain knowledge and understanding of the world around them, past, present and future. These subjects are taught throughout the school.

10. Physical

The aim is to develop pupils' physical abilities in a safe and supportive environment. We strive to instil a lifelong passion for sports, promoting a healthy lifestyle that encompasses both mental and physical health. Physical Education curriculum involves a range of individual, team and competitive activities that caters for individual pupils' needs and abilities. Physical skills are developed, and a love of sport is enthusiastically fostered. Pupils in Year 3 to 6 have the opportunity to take part in a variety of sports including netball, hockey, handball, gymnastics, badminton, dance, tag rugby, tennis, athletics, cricket, swimming and health related fitness within their PE lessons, curriculum enrichment and co-curricular clubs. From Year 5 pupils play competitive matches against other schools in a number of different sports. Nursery and Kindergarten have the opportunity to participate in music and movement, yoga and ballet. Reception to Year 2 participate in invasion games, dance, gymnastics, striking and fielding, ball skills, throwing and catching and athletics. Reception to Year 6 have the opportunity to take part in Forest School/Outdoor Learning sessions on a regular basis during the year.

11. Aesthetic and Creative

All subjects taught at Melrose can contribute to the aesthetic and creative talents within the individual. However, through the teaching of Art, Drama, Music and English Literature, pupils enjoy particularly enriching aesthetic and creative opportunities. Art is taught throughout the school and the pupils are able to exhibit their work in the Activity Room and other display boards around the school. Drama is taught as a separate subject from Year 3 to Year 6 as well as being an important component of the English curriculum throughout the school. There is an opportunity for all pupils in the school to be part of a production during the year.

Music is taught as a separate lesson throughout the school. Pupils may be part of many

music groups including the choir and various ensembles (e.g. handbells). Pupils are able to perform as individuals or groups in concerts for parents and pupils, as well as the school Carol Service, Eisteddfod and end of year celebrations. Pupils may be involved in performing in assemblies throughout the school year.

12. Personal Development

The curriculum contributes to the pupils' personal development. Most subjects offer opportunities to explore issues that affect the personal growth and development of pupils.

A programme of PSHE is delivered from Reception through to Year 6 (see PSHE scheme of work) and has been devised with the school aims and ethos in mind. From Reception to Year 6 this subject covers health and wellbeing, relationships and living in the wider world: economic wellbeing and being a responsible citizen. This subject is seen as vital, and is designed to target important issues which such as friendships, personal health and getting on with each other. Lessons will also target issues as the need arises.

13. Size of the teaching groups

The curriculum is organised so that teaching groups are small in number. From Reception to Year 2 the class size is no more than 20 pupils with an LSA to support each class. From Year 3 to Year 6 the class size is no more than 24 pupils with LSA support in Mathematics and English as a minimum.

14. Setting and Streaming

Streaming takes place in two Mathematics lessons a week and in all Guided Reading, Writing and Spelling lessons (Years 3 – 6) so that pupils of differing abilities can receive the appropriate levels of teaching.

15. Teaching Week

The teaching week is designed around a single teaching week cycle of the following hours:-

Prep (Reception): 5 days, 4 hours 30 minutes of supervised teaching time per day
Prep (Year 1 to Year 2): 5 days, 4 hours 40 minutes of supervised teaching time per day
Juniors (Year 3 to Year 6): 5 days, 5 hours 25 minutes of supervised teaching per day (including PE)

16. Progression and continuity

The teaching at Melrose prepares pupils for progression to the Senior School, as well as giving them the opportunities, responsibilities and experiences that will give them the skills and knowledge for their future life. Each subject area does broadly follow national curriculum guidelines (and beyond) in order to provide progression through the key stages. In addition, and to allow for efficient progression, pupils are taught the majority of core curriculum subjects by their form teacher.

17. SEND policy

In terms of content and organisation the curriculum takes account of the needs of those

pupils requiring special provision. Please refer to SEND and Highly Able Policy.

18. Extension and Enrichment

The curriculum takes account of the needs of those pupils considered more able, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. Please refer to SEND and Highly Able Policy.

19. British Values

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.

20. Diversity

The curriculum includes meaningful, balanced representation of BAME people. We are continually improving the curriculum to ensure BAME people and cultures are represented so that the school delivers a curriculum that usualises and commemorates diversity.

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)