



**REIGATE ST MARY'S**  
PREPARATORY AND CHOIR SCHOOL

# **CURRICULUM, TEACHING AND LEARNING AND COLLECTIVE WORSHIP POLICY**

## **(INCLUDING EARLY YEARS FOUNDATION STAGE CURRICULUM POLICY)**

**ISI Code:**

**2A Curriculum, Teaching and Learning  
and Collective Worship Policy including  
EYFS Curriculum Policy**

**Policy Author:**

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Sam Selkirk, Head of Lower School**

**Date Reviewed by Author:**

**19 September 2022**

**Next Review Date:**

**18 September 2023**

**Date Approved by Governor Body:**

**06 December 2021**

**Next Review by Governor Body Due:**

**December 2023**

## Section I – Curriculum

*‘Previously young people were educated for established bodies of knowledge, values and skills – the ‘knowns’. In the ever-changing digital world in which we now live, it is more important than ever that today’s young people are educated and equipped for the unknowns that will challenge and inspire them in the future.’ Stephen Perse Foundation*

### **Why?**

Our curriculum follows the National Curriculum and the Early Years Foundation Stage (EYFS) ensures the full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The national programmes of study are a starting point for planning, but we are not limited by these.

We aim to place our children at the centre of their own learning and place great emphasis on thinking skills. We believe in nurturing children’s inquisitiveness. Our curriculum will enable all children to make outstanding progress, love learning, become successful learners, confident individuals and be aware of how to stay healthy and safe. All pupils are encouraged to be ambitious, to reach the best standards they can in their academic studies, to gain experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education in line with advice given by the DfE. The school aims to engender a love of learning and a zest for life. Themes of global and sustainable development, critical thinking, cultural diversity, community participation, spiritual, moral, social and healthy lifestyles will be delivered through different contexts and wherever possible using cross-curricular links.

### **What**

Our curriculum develops children’s skills and desire to learn by making links between the individual subjects and enabling our children to apply skills and knowledge in a wide range of contexts relevant to them. Our curriculum has been designed to be skills based, enabling children to develop the skills they need to be effective, enthusiastic learners in the 21st century. In producing plans teachers consider the ages, aptitudes and needs of all pupils, including those with an EHC plan. There is an emphasis on pupils acquiring speaking, listening, literacy and numeracy skills; personal, social, health and economic education which reflects the school’s aim and ethos; and encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Act (a). The school has pupils below compulsory school age, and a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills is provided. We ensure that all pupils can learn and make progress; and we ensure the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

The Curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This is in line with the Independent School standards advice for independent schools.

Pupils are positively encouraged to respect the fundamental British values of democracy.

### **How?**

Our philosophy is simple. We know our children. If we know what interests and enthuses our children, and we know where they are within their learning and what skills they have grasped, then we know what their next steps are. Lessons are planned around these next steps, and we differentiate learning to match the needs of the children using Quality First Teaching within our classes.

- I. Learning intentions from the Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage and National Curriculum underpin a broad, balanced, and engaging curriculum. However Subject and Form Teachers and some Specialist Teachers use their professional judgement to enhance lessons with greater breadth and depth. Planning should ensure that pupils experience a wide range of settings to stimulate interest and encourage skills to be developed.

2. The medium-term plans outline the knowledge, key skills, and attitudes to be taught in each term. These are filed electronically. Teachers write short-term plans on a weekly or daily basis. Some plans are produced as a team to ensure that each class in a year group have equal learning opportunities. Evidence provided by short term plans is required to show that teaching is supported by careful lesson planning and that ongoing formative assessment and monitoring of pupil performance is recorded and informs future planning. Recognition is given to the individual styles of teachers and teachers assume responsibility for producing short-term plans which are effective and in line with the Teaching Standards.
3. An overview of each subject is made available to the parents, on the Parent Portal, termly on the website on a jigsaw template.
4. English is embedded across the curriculum within all topics. High quality texts with topic links are used to teach specific literacy skills, wherever possible.
5. English and Maths are taught daily (from Year 1 upwards) with contexts and cross curricular links drawn from the termly topic where appropriate.
6. In Combined Humanities each year group will follow a creative curriculum linked to a Theme. There will have a stunning start, marvellous middle, and fabulous finish. Fundamental British values are taught through Assemblies and in the PSHE curriculum and are embedded in planning in other subjects. Children are encouraged to participate and be active in the School Council and Eco-Committee.
7. Other subjects may be taught weekly or in blocks where this provides a more cohesive learning experience. These subjects will also be linked creatively to the Topic where possible and relevant. Each Co-ordinator of an academic subject department are responsible for the planning in their Department and each Phase Leader for their Year Groups. The Deputy Head and Head of Lower School are responsible for ensuring consistency, progression, and continuity between Phase Groups.
8. At Reigate St Mary's we aim, within Personal, Social, Citizenship and Health Education (PHSE), for all children to be articulate, confident, and enabled to lead informed, independent lives where they can tell the difference between right and wrong.
9. Education for Social Responsibility (ESR) is a philosophy within the Independent Association of Prep Schools (IAPS). The objective is to ensure a challenging, purposeful education that makes an enduring difference to a child's development and to their understanding of the world and their place and responsibility within it. At the heart of every IAPS school, it has been agreed that there should be a focus on this area of development, and it is called ESR. This incorporates the promotion of well-being, of understanding rights, of understanding responsibility, to gain relevant knowledge and relevant skills and identify the opportunities that will enable young people to be valuable and constructive members of society.
10. Forest school has been embraced fully in Lower School and is being developed in Upper School.

Each area of the curriculum has a separate policy. RSE will be covered across the curriculum as appropriate and there is a Policy for this. Every year the parents are invited into school for a Curriculum Evening, or this is virtual, so that they are fully informed about the year's teaching.

### **Subject provision and allocation**

Programmes of study will be delivered for all pupils through timetabled subjects.

## **KS1 and KS2 Allocations 2022 – 23**

**Programmes of study will be delivered through timetabled subjects**

	English	Maths	Science	Combined Humanities	Art/DT	Spanish	Mandarin	Computing	PE/Games	Music	P4C	STEM	PHSE/Circle	Forest School	Drama	Total
<b>Year 1</b>	5	5	2	3	1	1		1	2	1	1		1			
<b>Year 2</b>	5	5	2	3	1	1		1	3	1	1		1			
<b>Year 3</b>	6	6	2	3	2	1		1	5	1	1		1		1	30
<b>Year 4</b>	6	6	2	3	2	1		1	5	1	1		1		1	30
<b>Year 5</b>	5	5	2	3	2	1		1	5	1	1	1	2		1	30
<b>Year 6</b>	5	5	2	3	2	1	1	1	5	1	1	1	1		1	31

Our curriculum will be enhanced through educational and Residential visits, assemblies, and events. We will be adaptable in our locations, environments, and routines for learning. In Lower School the curriculum is enhanced through the Forest School on rotation. Thorough assessment of children's progress and tracking in the core subjects will take place and there will be regular parents' evening feedback (See the Assessment and Reporting Policy.) Form focus Meetings and Lower School Meetings will occur regularly and aim to negate invisible pupils. The Class Provision Maps are frequently reviewed, and the children discussed to ensure they receive high quality provision. Computing is an entitlement to all our pupils. Skills, knowledge, and attitudes will be developed through timetabled Computer lessons and iPads utilised to enable the use of technology in all other subjects.

### **Inclusion**

***(Please refer to the SEND policy document for more information)***

Teachers set high expectations for all pupils. They use appropriate formative assessment to set ambitious targets and plan aptly pitched work for all pupils including:

- More able pupils or 'faster graspers'
- Pupils with low prior attainment
- Pupils with SEND
- Pupils with English as an additional language

The needs of able children will be met by producing stimulating work to enhance their abilities. Teachers will plan lessons so that pupils with SEND or any disability can access the learning wherever possible. Account will be taken of children with English as an additional language so they can be helped to develop their language.

As the school is concerned with a holistic approach to the curriculum, policies are produced to ensure appropriate provision and this is developed in the areas of PSHE, including drug education, sex education, road safety, Internet safety and strange danger.

### **Communication**

Regular reviews will take place between the Subject Co-ordinators, Phase Leaders and the Deputy Head and Head of Lower School and Assistant Heads and the SENCO who will monitor children's progress and the

Curriculum delivery and content. The pastoral team develop the children's ready for learning mindset and emotional development with references to the Zones of Regulation.

### **Extra-curricular activities**

It is our belief that exposure of children to a broad range of activities beyond what is possible in the classroom stimulates interest, improves diversity of skills and gives the children interests that they may well enjoy and benefit from through to adult life. A full list of the extra-curricular activities on offer is available from the school office each term and is subject to variation dependent upon staff's skills and interest and the availability of outside providers.

### **Spiritual, Moral, Social and Cultural (SMSC)**

This is an important focus for the school and there is a separate policy for this. Our school encourages respect for all the school community in particular with regard to the Equality Act 2010.

### **Governance**

The Board of Governors receives a termly report from the Headmaster detailing pupil's performance in threshold, SATS style tests. The Head of Lower School presents the Early Years Developmental Data to the Governing Body. Where children have taken senior school entrance tests these are also given to Governors.

## **Section 2 - Teaching and Learning**

*'Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'* Teachers' Standards preamble July 2011 (updated June 2013)

### **Why**

Teaching and Learning is the core focus of the school. Good teaching which promotes learning, and higher order thinking skills, pupil's progress and enjoyment is the key to raising standards. As such we aim to ensure that every student has access to a high-quality education. This will allow them to achieve their full learning potential. We seek to develop a school culture in which teachers are also inquisitive learners, constantly evaluating and developing their professional practice and being fully supported to do so. It is only right that teachers echo the aspirations that we have for all our students. We aim to achieve senior school entry requirements that compare favourably with our competitors. We strive to provide a high standard of tuition and breadth of experience in Sport, Music, and the Performing Arts.

### **What**

Teachers should strive to deliver consistently 'good' and 'outstanding' lessons: and must follow the Teachers' Standards which are-

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to strengths and needs of the pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

### **How**

We aim to support colleagues by providing quality school-based INSET and ensuring that personalised Continued Professional Development is encouraged in accordance with the Standards for Professional development. Teachers often work collaboratively to ensure good practice and they attend external training where this is specifically linked to their professional development or towards the School Development priorities.

In addition, there is a need to involve pupils in planning, assessment, and recording. The staff should provide opportunities for pupils to be made aware of why they are doing an activity, what they are expected to achieve and to evaluate their own work. Individual targets give meaning to this process and appropriate challenges for each pupil can be set based on a teacher's knowledge of their ability.

Quality assurance will be in place through lesson observations, by Phase Leaders and Subject Leaders who will provide effective feedback for constant progression. The Headmaster and other Senior Staff will observe lessons as part of our Professional development policy. Peer observations, work scrutiny, listening to the pupil's voice and Learning Walks, focusing on a specific aspect of teaching and learning, will also be regularly conducted.

### **Subject Leaders**

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school.
- Annual action plans for their subject which are discussed at regular intervals in a Meeting with the Head, Head of Lower School and Deputy Head.
- Supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities.

### **Senior Leadership Team**

The SLT is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

### **Parents**

Parents are encouraged to support their child's learning by:

- Ensuring that their child attends school regularly, punctually, well-rested and in good health.
- Ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment.
- Providing support for the discipline within the school and for the teacher's role.
- Supporting the work of educational targets and becoming actively involved in the implementation of any support programme.
- Participating in discussions concerning their child's progress and attainment.
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress, and behaviour.
- Support the school's homework policy and give due importance to any homework.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Allowing their child to become increasingly independent as they progress throughout the school.
- Informing the school of reasons for their child's absence.
- Actively supporting the Home-School Agreement.

### **Pupils**

Pupils are encouraged to support the school's aims by:

- Attending school in good health, maintained by adequate diet, exercise and sleep;
- Attending school regularly and punctually;
- Being organised, bringing necessary equipment, taking letters home promptly, etc;

- Conducting themselves in an orderly manner in line with the expected Behaviour Policy;
- Taking increased responsibility for their own learning.

### **Section 3 - Collective Worship and Religious Education**

#### **Why**

We are a Christian, Caring Community. As a Choir School Association member, the school's ethos is based on the teachings of Jesus Christ, that of love, compassion, tolerance, and care for others. This is reflected in the school's 'Charter of Values,' and is emphasised through morning worship in Matins services and through whole school and Early Years assemblies led by the senior management team and on a rota basis by staff and pupils in their forms. The school engenders a mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Through a Topic curriculum in Combined humanities a range of faiths are studied.

#### **What**

Reigate St Mary's Preparatory and Choir School aims to provide an education of considerable depth and breadth within a disciplined, happy and caring environment, which incorporates a tradition of choral excellence and Christian values. Through an emphasis on core values, we aim to develop a caring and understanding attitude towards other people. The school places an extremely high value on good relationships and developing inter-personal skills in our pupils to enable them to become responsible, adaptable, independent people in a changing world. At Reigate St Mary's we believe that all children should feel valued as individuals for who they are, not just for what they achieve. There are some circumstances where parents may wish to request a withdrawal from a particular part of a school activity. These may be to do with religious beliefs and assemblies, or sex education. If this is the case they should contact the Assistant Head Pastoral.

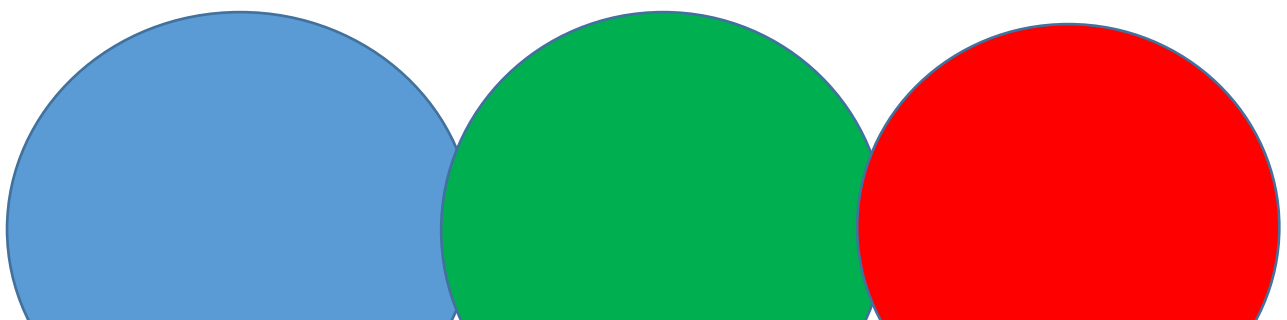
As the mission statement implies the school is committed to a holistic approach to education and pupils should be reminded of the school's charter of values.

- Treat other people as you would like to be treated.
- Forgive.
- Always be honest, truthful and fair.
- Listen to each other.
- Be kind and helpful.
- Do your best to be your best self.

#### **How**

The school has a two- year rotational termly emphasis on a value and thinking skill. These are embedded in all the subject areas. Our P4C (Philosophy for Children) and focus on thinking skills encourages children to be 'compassionately' critical and to enhance their own creativity.

### **Values and Thinking Skills 2022 - 2023**

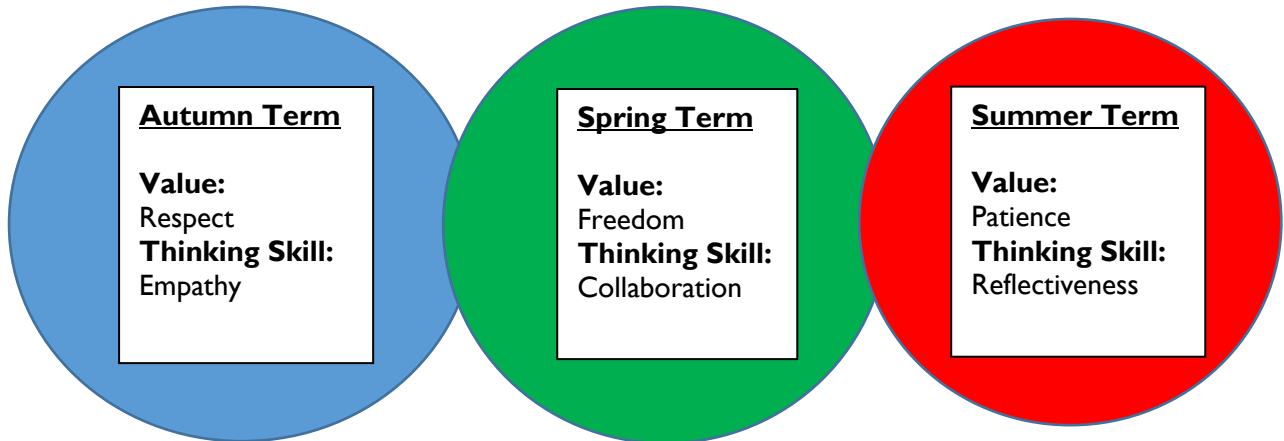


<p><b><u>Autumn Term</u></b></p> <p><b>Value</b> Courage <b>Thinking Skill:</b> Good Judgement</p>
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<p><b><u>Spring Term</u></b></p> <p><b>Value:</b> Trust <b>Thinking Skill:</b> Risk Taking</p>
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<p><b><u>Summer Term</u></b></p> <p><b>Value:</b> Appreciation <b>Thinking Skill:</b> Resilience</p>
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**Values and Thinking Skills  
2023 - 2024**



The Upper School and Lower School assemblies underpin the ethos we endeavour to foster in the school. This is used to help children with their spiritual, personal, social and emotional development. Representatives from Christian groups are sometimes invited into the school to take assemblies and the children partake in a prayer space.

**Conclusion**

The aims of the Teaching and Learning policy and Curriculum Policy should be reviewed every year or when a new school development plan is produced.

## **Early Years Foundation Stage Curriculum Policy**

### **I. Aims**

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life



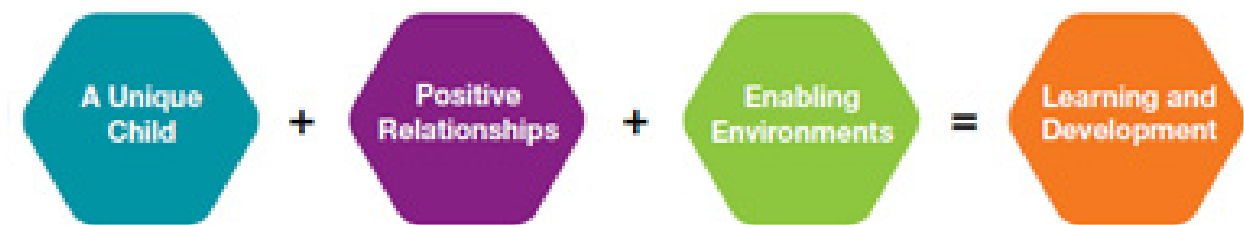
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## 2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2021.

We aim to provide an inclusive educational setting which values the whole child. We positively embrace the belief that all aspects of a child's development and individuality must be encouraged to flourish. This includes the child's gender, culture, race, religious belief and disability.

### Overarching Principles:



Every child is **A Unique Child**, who is constantly learning and can be resilient, capable, confident and self-assured;

Children learn to be strong and independent through **Positive Relationships**;

Children learn and develop well in **Enabling Environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;

**Children develop and learn in different ways and at different rates.**

## 4. Curriculum

At Reigate St Mary's we follow the **Birth to 5 Matters non statutory guidance for the Early Years Foundation Stage** as outlined in the EYFS statutory framework that applies from September 2021. Every pupil will have access to a fully inclusive, rich, broad, well balanced and differentiated curriculum which recognises that every child is an individual.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive. At Reigate St Mary's from Green Shoots (rising 3s) upwards the children have a weekly Spanish session and Education for Social Responsibility (ESR), Philosophy for Children (P4C) and Forest Schools are integrated into the areas of learning and development.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy

- Mathematics
- Understanding the world
- Expressive arts and design

#### **4.1 Planning**

Children's learning is best supported through a well-planned curriculum. Staff plan activities and experiences, that include continuous and enhanced provision and adult directed learning to enable children to develop and learn effectively.

Staff plan activities and experiences for children that enable children to develop and learn effectively and reflect on the different ways they learn. To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

#### **4.2 Teaching**

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities, using both the inside and outside environments, which challenge and engage the children. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. The Characteristics of Effective Learning are integral to all we do.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

#### **Characteristics of Effective Learning:**

## Characteristics of Effective Learning

### Playing and Exploring

#### ENGAGEMENT

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### Active Learning

#### MOTIVATION

Being involved and concentrating  
Keep trying  
Enjoying achieving what they set out to do

### Creative and Critical Thinking

#### THINKING

Having their own ideas  
Making links  
Working with ideas

We have developed 3 fun Characters, 'Have a go Hippo', 'Busy Bee' and 'Choosing Chimp' to embed the Characteristics of Effective Learning within our environment and provision and to bring the desired traits and behaviours that we want to encourage at Reigate St Mary's to life for the children. Stories, posters and soft toys are used to bring the Characteristics to life for the children in all classes. These characteristics are an integral part of the children's learning through Key Stage 1.

Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered. At Reigate St Mary's subject specialist teachers in Music, Spanish, Computing, Swimming and Physical Education work closely with class teachers to give an accurate picture of attainment.

## 5. Assessment

At Reigate St Mary's, ongoing assessment is an integral part of the learning and development processes, and we follow the Observing, Assessing, Planning cycle. Staff observe pupils in a variety of environments and learning situations to identify their level of achievement, interests and learning styles. All Early Years children are baseline assessed on entry to RSM or at the beginning of the academic year using teacher observations and RSM devised informal assessments; this information informs planning and is shared with the parents/ carers at the first parents' evening of the academic year. Staff also consider observations shared by parents and/or carers.

The development of each child is recorded using Tapestry Learning Journals and ongoing progress tracking sheets which combined provide an accurate and detailed insight into the progress made by the individual.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of their child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At Reigate St Mary's at the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Not yet reaching expected levels ('emerging')
- Meeting expected levels of development
- Exceeding expected levels of development (Reigate St Mary's expectations for exceeding)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. The profile is moderated internally.

## **6. Working with parents**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We regularly post photos and videos of children learning on Tapestry.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

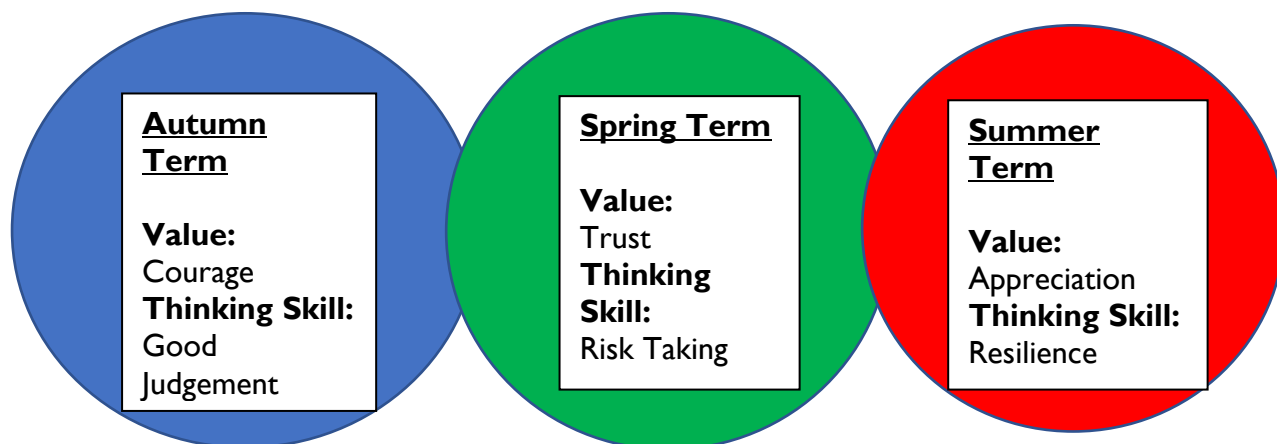
Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **7. Spiritual Moral Social and Cultural Development**

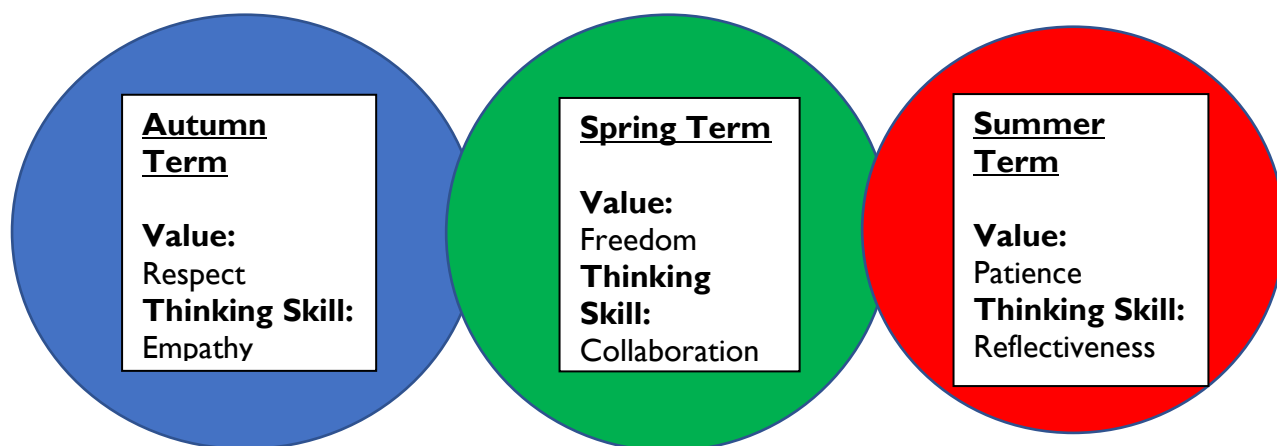
At Reigate St Mary's we embrace the development of Intellectual Characteristics and Values Education and Fundamental British Values, which are embedded within our whole school provision.

- Democracy; making decision together  
Is integrated into self-confidence and self-awareness in Personal, Social and Emotional Development
- Rule of law: understanding rules matter  
Is incorporated into Personal, Social and Emotional development as part of the focus on managing feelings and behaviour.
- Individual liberty: freedom for all  
As part of the focus on self-confidence and self-awareness and people and communities as mentioned in Personal, Social and Emotional development and Understanding the World.
- Mutual respect and tolerance: treat others as you want to be treated  
As part of the focus on people and communities, managing feelings and behaviours and making relationships in personal, Social and Emotional development and Understanding the World.

## 2022 - 2023



## Values and Thinking Skills 2023 - 2024



### Further information

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/03/Birthto5Matters-download.pdf>

### **Monitoring and Review of the policy**

This policy will be reviewed and amended annually by the Deputy Head, Head of Lower School in association with the Senior Leadership Team.