



Curriculum Policy		Associated Policies
Last reviewed	April 2024	Curriculum Plan
Next review	April 2027	Trips and Visits
Owner	Senior Lead for Teaching, Learning & SEND	EYFS Policy
Governor sub-committee	Education Committee	

At Richmond House School the values, aims and ethos of the school are delivered and developed through the curriculum. As a school, our aim is to provide an outstanding education that realises the unique potential of every pupil, whilst ensuring the very best pastoral care. Our curriculum is designed to align with ISI's 4 key values:

- Children First
- Diversity
- Integrity
- Transparency

In order to achieve this vision, our curriculum will:

- provide a first class education in a caring, happy environment
- encourage inquiring minds and an appreciation of the world around us
- provide stimulating opportunities which enable pupils to reach their full potential
- give all pupils equal opportunities to learn and make progress in all areas, taking into account the ages, aptitudes and needs of all pupils
- equip all pupils with a breadth of knowledge, understanding and skills, and a desire for and enjoyment of learning upon which they can build as they continue onto the next stage of their education
- ensure all pupils acquire speaking, listening, literacy and numeracy skills
- provide full time supervised education for all pupils of compulsory school age
- provide a programme of activities that is appropriate to the needs of those in Early Years who are below compulsory school age
- give all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- create an inclusive educational environment that promotes the pupils' moral, spiritual, cultural, mental and physical development
- promote through our teaching and PSHE programme British fundamental values of democracy, rule of law, individual liberty and mutual respect and tolerance
- prepare pupils for the opportunities, responsibilities and experiences of life in British society

Teaching

In accordance with the ISI Regulatory Requirements, our teaching at Richmond House School will:

- a) Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- b) Foster in pupils self-motivation, the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves;
- c) Involve well planned lessons and effective teaching methods, activities and management of class time;
- d) Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons;
- e) Demonstrate good knowledge and understanding of the subject matter being taught;
- f) Utilise effectively classroom resources of a good quality, quantity and range;

- g) Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- h) Utilise effective strategies for managing behaviour and encouraging pupils to act responsibly;
- i) 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; and
- j) Not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Delivery

The curriculum policy is supported by appropriate plans and schemes of work that take into account and develop further the National Curriculum and the ISI regulatory requirements. Through the delivery of the curriculum, our school provides pupils with experience in the following areas;

- linguistic
- mathematical
- scientific
- technological
- human and social,
- physical
- aesthetic and creative
- speaking, listening, literacy and numeracy.

We are aware that the Early Years Foundation Stage is a statutory requirement and we ensure it is reflected in our programme of teaching and learning.

Early Years Foundation Stage

In the Early Years (Nursery and Reception classes) the Early Years Foundation Stage Framework (EYFS) provides the starting point for planning, resourcing, teaching and assessment. At Richmond House School we recognise that pupils learn and develop in different ways and at different rates. We value all areas of learning and development and understand that all areas are interconnected. The EYFS is made up of seven areas of learning:

The three prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

There are also four specific areas, through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

In each area there are Early Learning Goals that define the expectations for most pupils to reach by the end of the EYFS (Reception). All areas are delivered through a balance of adult led and child initiated activities. We ensure every child receives challenging and enjoyable learning experiences tailored to meet their needs. We also follow the Development Matters guidance but this is also enriched with a range of specialist lessons.

Phase 1 (Years 1&2)

In Phase 1, the pupils will access the following subjects:

- English
- Mathematics
- Science
- Humanities

- Music
- PE and Games
- Computing
- PSHE
- Art
- DT
- Modern Foreign Languages
- Religious Education
- Outdoor Learning

The frequency with which the pupils receive these lessons varies. 'Core' subjects such as English and Maths are taught daily, while other foundational subjects are taught on a weekly basis.

Phase 2 (Years 3 to 6)

In Phase 2, the pupil will access the following subjects:

- English
- Mathematics
- Science
- History
- Geography
- Religious Education
- Music
- PE and Games
- Computing
- PSHE
- Art
- DT
- Modern Foreign Languages
- Drama
- Outdoor Learning*

The frequency with which the pupils receive these lessons varies. 'Core' subjects such as English and Maths are taught daily, while other foundational subjects are taught on a weekly basis. Along with our 'Computing' lessons, IT skills are used across the curriculum and staff are encouraged to use the technology available to build on their pupils' computing skills and to enrich the subjects they are teaching. Pupils are taught to store their 'computer' work in accessible folders on the school's 'Shared Area'.

*Our outdoor learning provision for Phase 2 is organised as an enrichment programme, often spanning full afternoons or days. The purpose of our outdoor learning programme is four-fold:

- Consolidating learning taught outside the classroom by class teachers.
- Giving our pupils a love of the outdoors, building upon their global citizenship
- Enhancing pupil wellbeing and developing team building skills
- Giving our pupils enrichment opportunities further up the school.

In addition to the lesson based curriculum, Richmond House School offers a wealth of opportunities and activities that are appropriate to the pupils' age and ability. Our pupils are given the opportunity to take part in local and national competitions across a variety of topics and each year group offers an educational visit each term that relates to a topic they are studying. Once the pupils reach Phase 2, they are invited to attend their year group 'residential' which run in the Spring or Summer Term. These involve multiple nights away, with a focus related to their curriculum. They range from an overnight residential at Cranedale in Year 3 to a weeklong excursion to Paris in Year 6.

During their time with us, pupils will be involved in several Music and Drama performances. Concerts are held bi-annually for all students with further concerts open to pupils who take part in music clubs. Physical Education also plays an important part in the education of pupils at Richmond House School and team and competitive sports are inclusive of pupils of all abilities. Fixtures are run year round for our Phase 2 pupils against other local prep schools, with each Phase 2 pupil having access to multiple fixtures, across multiple sports, each year. Extra - curricular clubs are wide ranging and offer additional experiences and educational opportunities. The House system encourages pupil participation, a team spirit and healthy competition.

Planning and Monitoring the Curriculum

When planning the curriculum, we bear in mind:

- pupils' entitlement to a broad and balanced curriculum
- continuity between year groups
- progress, building on previous experience, to develop knowledge and skills
- coherence; linking subjects or units of work to facilitate understanding
- access and differentiation to ensure that everyone reaches their full potential
- monitoring and evaluation

Schemes of work are monitored and checked regularly by teachers and SLT. Termly plans give guidance on objectives, strategies for teaching, specific activities and differentiation. Subject coordinators and teachers review plans regularly and make changes if necessary.

The Senior Lead for Teaching, Learning & SEND has overall responsibility for monitoring the curriculum to ensure continuity and progression. Lesson observations are carried out and pupils' work is scrutinised.

Assessment, Record keeping and reporting

Continuous teacher assessment is used throughout the school. In EYFS, the teachers are constantly making observations and checking the pupils' progress against the Development Matters guidelines. A variety of assessment methods for all pupils may also be used to aid in gauging a pupil's understanding and progress. Monitoring and assessment occurs throughout the school year. Some of our assessment methods include:

- Reading and Spelling ages (standardised Years 1-6)
- End of term assessments, e.g., White Rose assessments
- Mental maths tests
- Phase 1 phonics assessments
- Teacher formative assessments
- Written evidence from the child
- End of year INCAS assessments

Written reports are sent to parents twice a year and additional information is discussed at Parents' Evenings in October and March.



Signed Headteacher



Chair of Governors