



Curriculum Policy		Associated Policies
Last reviewed	April 2024	SEND Policy
Next review	April 2027	EAL Policy
Owner	Senior Lead for Teaching & Learning	Academically More Able Pupils Policy
Governor sub-committee	Education	EYFS Policy
		Trips and Visits Policy
		Feedback, Marking & Presentation Policy
		RSE Policy

### Curriculum aims and rationale

At Richmond House School, our mission is to provide an outstanding education that realises the unique potential of every child, whilst ensuring the very best pastoral care. Our community is guided in everything we do by our 'P.E.A.K.' values of:

- Participation
- Enjoyment
- Achievement
- Kindness

We aim to fulfil our mission by offering a broad, balanced and ambitious curriculum that encourages our pupils to become life-long, curious, independent learners. The curriculum is planned to meet the needs of all of our pupils including those children with English as an Additional Language (EAL); children with specific learning difficulties or special educational needs or disabilities (SEND) who might have an Individual Education Plan (IEP) or Educational, Health and Care Plan (EHCP); and academically more able pupils who may require additional stretch and challenge to realise their potential. Our curriculum encourages respect for everyone, paying regard to the protected characteristics set out in the Equality Act 2010.

At Richmond House School, our curriculum is designed to provide a holistic education and incorporates weekly, timetabled lessons to develop personal, social, health, emotional and economic wellbeing (PSHEe) and physical development through our Games and Physical Education (PE) and Outdoor Learning programmes. In addition, our educational provision is enhanced by a wide range of extra-curricular and enrichment opportunities in addition to our core curriculum.

### Curriculum objectives

- To provide a broad, rich and balanced curriculum that inspires an enjoyment of learning in every child, ensuring in particular that all pupils have experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.
- To encourage pupils to participate fully and achieve their personal best in all subjects.
- To provide a caring and happy environment for learning.
- To create an inclusive environment that promotes pupils' moral, spiritual, cultural, social, physical, aesthetic and creative education.
- To ensure all pupils develop excellent speaking, listening, literacy and numeracy skills.

- To develop pupils' knowledge and understanding of the world around them, underpinned by essential subject-specific skills.
- To encourage all pupils to develop behaviours for learning that will support them as they transition to senior school and the world beyond school: cultivating curiosity, engaging in deep and critical thinking, nurturing creativity, developing self-motivation, becoming independent learners, and growing into confident and effective communicators.
- To prepare pupils to use technology appropriately.
- To prepare pupils for life in British society with an understanding of Fundamental British Values including democracy, the rule of law, respect and tolerance, and individual liberty.

Our curriculum is planned to ensure continuity between classes within year groups and to ensure that as pupils progress through school, they make good progress, building on prior knowledge, skills and experiences. Topics and units of work are structured to provide coherence and to facilitate pupils' understanding of each subject over time. Schemes of work are monitored and checked regularly by subject leaders and SLT. Half- termly (medium-term plans) set out learning objectives, strategies for teaching, specific activities and planned differentiation.

The Senior Lead for Teaching and Learning has overall responsibility for monitoring the curriculum to ensure continuity and progression. As part of monitoring, the SLT and subject leaders conduct lesson observations, book and planning scrutinies.

### **Teaching the curriculum**

Teachers are expected to meet the Teachers Standards and:

- 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) deliver well planned lessons and effective teaching methods, activities and management of class time;
- d) demonstrate a good understanding of the aptitudes, needs and prior attainments of 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 classroom resources of a good quality, quantity and range effectively;
- g) utilise effective strategies for managing behaviour and encouraging pupils to act responsibly in line with the Behaviour Policy;
- h) promote 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
- i) not discriminate against pupils particularly those with protected characteristics set out in the Equality Act 2010.
- j) take responsibility for keeping their professional knowledge and skills up to date.

### **Assessing the curriculum**

Continuous teacher assessment is used throughout Richmond House School. In EYFS, teachers make constant observations and check pupils' progress against the relevant age bands in the Development Matters guidance. Between the ages of 24 months and 36 months, pupils in our Nursery classes have a statutory progress check, which is reported to, and discussed with, parents. There is a baseline assessment of pupils at the start of Reception and at the end of Reception, teachers complete the statutory assessment of pupils' development using the Early Years Foundation Stage Profile for all pupils.

In addition, Richmond House School has implemented an assessment framework to ensure that pupils' work is assessed regularly and thoroughly. Teachers should use the data from these assessments, in addition to their own summative assessments, to plan teaching that enables all pupils to make good progress from their individual starting points.

- All pupils from Year 1 to Year 6 sit standardised tests in mathematics, mental arithmetic, reading, spelling and developed ability annually.
- Pupils from Year 1 to Year 6 sit a termly reading assessment which provides standardised data including reading age.
- Pupils from Year 1 to Year 6 sit an annual standardised writing assessment which uses comparative judgement to provide scaled scores, a writing age and an indication as to whether the pupil is meeting, exceeding or working towards National Curriculum expectations.
- Pupils from Year 1 to Year 6 sit termly mathematics assessments in arithmetic and reasoning to assess their knowledge of the taught curriculum.
- Phonics attainment is assessed annually in a Phonics Check in Year 1, which is repeated in Year 2 for children who have not met the required standard.
- Pupils in Years 2-6 sit an annual times tables check.
- Weekly mental arithmetic tests.
- Weekly spelling tests.

Written reports are sent to parents twice a year detailing pupils' academic attainment, progress and effort; additional information is discussed at Parents' Evenings in October and March.

### **Meeting the needs of every child**

Children are taught in mixed ability classes with a maximum of 18 children per class. Subjects are taught by class teachers and subject specialist teachers, who plan teaching and assess learning to meet the needs of each class, in line with the agreed long-term plans for each subject. The allocation of curriculum time can be found in Appendix 1. In Years 5 and 6, as the children begin to prepare for entrance examinations at their chosen prospective senior schools, they are set for mathematics and English lessons, to allow teachers to tailor their learning more specifically.

Teachers consider the ability of every pupil when planning and teaching, to ensure all children make progress from their starting points and each is challenged appropriately. Richmond House School is inclusive and values all its pupils, providing equal opportunities across the school curriculum and participation in the wider life of the school.

Richmond House School is committed to ensuring children with special educational needs and disabilities (SEND) and children with English as an additional language (EAL) fulfil their potential and make good progress. The SENDCo maintains a register of children with specific physical or learning difficulties or disabilities and children with an Individual Education Plan (IEP) or Education, Health and Care Plan (EHCP). All teachers have regard to the provisions of the IEP or EHCP to support the pupil appropriately and ensure their specific needs are met. The SENDCo also maintains a register of children with EAL and their level of fluency, which is updated annually. Further information regarding SEND and EAL provision is detailed in these policies.

'Academically more able' children are provided with opportunities in every lesson to be stretched and challenged. A list of children with high potential, including those who are currently believed to be under-performing, is reviewed regularly by the Senior Lead for Teaching and Learning. Further information pertaining to provision for academically more able children can be found in the Academically More Able Policy.

Teachers use a variety of forms of differentiation in lessons to support pupils to meet the planned learning objectives and to remove barriers to learning. This might include children working in mixed ability pairs or groupings, targeted use of a teaching assistant or the class teacher to support learning, use of assistive technology or ICT, or scaffolds such as concrete mathematics equipment, vocabulary mats or sentence starters. The aim is always to be ambitious for our pupils and to reduce the use of scaffolds as appropriate over time.

Teachers provide regular verbal and written feedback to pupils in line with the Feedback and Marking Policy. Feedback should be targeted and specific and enable children to make progress. Pupils are expected to respond to feedback (to correct or improve their work) using a purple pen.

## **The Curriculum- Early Years Foundation Stage (EYFS)**

The Early Years Foundation Stage comprises Nursery, Pre-School 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 at different rates and in different ways. We value all areas of learning and development and understand that all areas are interconnected. The EYFS comprises the 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, the Early Learning Goals define the expectations most pupils should reach by the end of the EYFS phase (end of Reception). All areas are delivered through a balance of adult led and child-initiated activities. Our aim is to ensure every child receives challenging and enjoyable learning experiences tailored to meet their needs. We also follow the Development Matters guidance, but this is enriched with a range of specialist lessons in music, modern languages and PE and Games. Children in the EYFS stage enjoy a weekly outdoor learning lesson led by our specialist teacher and their class teacher.

## **The Curriculum- Key Stage 1 (Years 1 and 2)**

All children are taught English, mathematics, science, art, drama, computing, music, geography, history, religious education, PSHE, modern foreign languages and outdoor learning. Modern foreign language teaching is designed to give pupils an introduction to French and Spanish and, through the WoLLoW programme, (World of Languages, Languages of the World) an understanding of modern, classical and heritage languages and an appreciation of a multi-lingual society.

The frequency with which pupils receive these lessons varies. The 'core' subjects are mathematics and English and these are taught daily, while the foundation subjects are taught on a weekly basis. Full details of teaching time allocations can be found in Appendix 1. Teaching in all subjects is based on the National Curriculum 2014 but often goes above and beyond the requirements set out therein.

## **The Curriculum- Key Stage 2 (Years 3-6)**

All children are taught English, mathematics, science, art, design and technology, computing, music, drama, geography, history, religious education, PSHE and modern foreign languages. Modern foreign language teaching is designed to give pupils an introduction to French and Spanish and, through the WoLLoW programme, (World of Languages, Languages of the World) an understanding of modern, classical and heritage languages and an appreciation of a multi-lingual society.

The frequency with which the pupils receive these lessons varies. The 'core' subjects of English and mathematics are taught daily, while the foundation subjects are taught on a weekly basis. Along with weekly computing lessons, IT skills are used across the curriculum and teachers are encouraged to use the technology available to build on their pupils' skills and enrich the subjects they are teaching. Pupils are taught to store their computing work in accessible folders on the school network's 'Shared Area.'

Teaching in all subjects is based on the National Curriculum 2014 but often goes above and beyond the requirements set out therein.

Our outdoor learning provision in Key Stage 2 is organised as an enrichment programme, often spanning full mornings, afternoons or days. The purpose of our outdoor learning programme is four-fold:

- Consolidation of learning taught outside the classroom by class teachers.
- Promotion of a love of the outdoors, allowing pupils to build their global citizenship.
- Enhancement of pupil wellbeing and the development of teambuilding skills.
- Provision of enrichment opportunities for older pupils.

### **Educational trips and visits**

All year groups from Nursery to Year 6 enjoy regular trips throughout the year to enhance classroom teaching linked to the topics being studied. In addition, visitors are invited into school on a regular basis as part of our assembly programme to talk to the pupils about a wide range of topics of interest. In Years 3-6, the children take part in an annual residential trip to a variety of locations during the Spring or Summer terms with a focus related to the curriculum. This culminates in a week-long excursion to Paris in Year 6. Further information can be found in the Education Trips and Visits Policy.

### **Extra-Curricular Programme and Enrichment**

The core Richmond House School curriculum is enriched by the extra-curricular provision we offer. This includes after-school clubs run by external providers and our own teaching staff. Currently, we offer approximately 30 weekly clubs from Reception to Year 6. During the year, these include a variety of sports and fitness clubs, Lego construction club, music and drama clubs including Musical Theatre and mindfulness club. In addition, there are a range of music clubs that children can join including Choir, Orchestra, Tuned and Untuned Percussion and Guitar group.

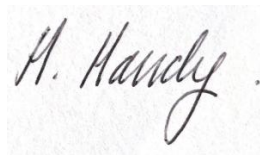
During their time with us, pupils are involved in several music and drama performances. Concerts are held bi-annually for all pupils with further performance opportunities for pupils who take part in music clubs. Physical education also plays an important part in the education of pupils at Richmond House 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 Key stage 2 pupil having access to multiple fixtures, across a variety of sports each year.

The House system encourages pupil participation, a team spirit and healthy competition through a range of inter-house events during the academic year.

Furthermore, our pupils have the opportunity to take part in local and national competitions; some of these will be for academically more able pupils such as the annual Maths Quiz or participation in writing competitions and workshops.



Signed Headteacher



Chair of Governors

## APPENDIX 1

### Curriculum time allocation by key stage

#### Key stage 1 (Years 1 and 2)

Subject	Number of lessons	Hours and minutes
Mathematics including Mathletics	10	5 hours
English (including phonics and library time)	12	7 hours 30 minutes
Science	2	1 hour
Modern foreign languages	1	30 minutes
PE and Games	4	2 hours
Drama	1	30 minutes
Religious education	2	1 hour
History	1	30 minutes
Geography	1	30 minutes
Art/DT (half-termly from Y2)	2	1 hour
Music including singing assembly	3	1.5 hours
Computing	2	1 hour
Outdoor learning	2	1 hour
PSHE including 2 focused form times	4	2 hours
Stretch and support	2	1 hour

#### Key stage 2 (Years 3-6)

Subject	Number of lessons	Hours and minutes
Mathematics	10	5 hours
English (including class reader time)	11	5 hours 30 minutes
Science	3	1 hour 30 minutes
Modern foreign languages	2	1 hour
PE and Games	5	2 hours 30 minutes
Drama (half-termly)	2	1 hour
Religious education (half-termly)	2	1 hour
History	2	1 hour
Geography	2	1 hour
Art/DT (half-termly)	4	2 hours
Music including singing assembly	3	1 hour
Computing	2	1 hour
PSHE	1	30 minutes
Stretch and support	2-3	1 hour- 1 hour 30 minutes