

THE ROCHE SCHOOL
Curriculum Policy

This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.

Information Sharing Category	Public Domain
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The Roche School Curriculum Policy applies to The Roche School Nursery, our Early Years Foundation Stage and Key Stage 1 and 2 at The Roche School.

The procedures described comply with the Independent Schools Standards Regulations (The Education [Independent School Standards, England] Regulations 2010, as amended from January 2013) also known as the ISSRs.

In accordance with, and beyond the requirements of these regulations, The Roche School makes its policies available to view on the public area of the school's website – www.therocheschool.com.

Definition

At The Roche School, the curriculum is all the planned activities that we as a school organise in order to promote learning achievement, personal growth, development and global citizenship. We incorporate the formal requirements of the Early Years Foundation Stage Framework, Development Matters, the National Curriculum and 11+ Curriculum throughout the school, but also place emphasis on a range of extra-curricular activities to enrich the experiences of our children. Education extends beyond the classroom and includes school trips, workshops as well as assemblies and themed events such as STEM Week, Languages Week, Shakespeare Week, Poetry Week and World Book Day.

Aims & Values

The school is focused on delivering a broad and balanced curriculum which will:

- educate children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child as well as for people of all cultures, backgrounds and identities, including those with protected characteristics
- foster children's enthusiasm for a subject with enriching and engaging learning. Our aim is to produce a love of learning and challenge for its own sake and as a result produce happy, confident children who can live fulfilling lives
- enable children to develop core skills in literacy, numeracy and speaking and listening, but also develop their critical thinking skills and to question and respond to challenges
- value the spiritual and moral development of each person, as well as their intellectual and physical growth
- teach children to make a positive contribution to their community, locally and globally, and understand the impact they have on the wider world around them
- ensure the needs of all pupils, including those with an Education, Health and Care (EHC) Plan, are met
- support the Fundamental British Values of democracy, the rule of law, the individual liberty, and mutual respect and tolerance of those with different faiths and beliefs

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- prepare children for the transition to secondary education and the opportunities, responsibilities and experiences of future life

Curriculum Areas & Subjects

The Roche School curriculum is comprised of a range of subjects that give children experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The subjects taught include:

- English (including Phonics)
- Maths
- Science
- Humanities (including History, Geography and Religious Education)
- French
- Computing
- PSHE (including RHSE)
- Reasoning (Verbal and Non-Verbal)
- Philosophy for Children/Philosophy of Religion (Years R, 1, 4, 5 & 6)
- Music (including singing, individual lessons and choir)
- Art (including Design and Technology)
- Sport (including gym, dance, field games, swimming club, playground games)
- Spanish (bilingual stream and specialist teacher-led club)

The Roche School Curriculum Overview is set out in Appendix 1.

Our curriculum promotes opportunities for developing anti-discriminatory fluency and allyship for those with protected characteristics. Please see further details in our Whole School Curriculum Anti-Discrimination Audit, as set out in Appendix 2.

For further information on how we group children, dependent on subject, please see our *Setting and Small Groups Policy*.

EYFS

Early Years Foundation Stage – Learning & Development

The EYFS is divided into three prime areas of learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

In addition, there are four specific areas of learning:

1. Literacy
2. Mathematics
3. Understanding the World
4. Expressive Arts and Design

We ensure that our learning environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

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1. Playing and Exploring
2. Active Learning
3. Creating & Thinking Critically

We follow the guidelines from the EYFS Framework but, in addition, we offer a Montessori-based curriculum in the Nursery, with principles that also feed into our Reception provision. The five main areas of Montessori education (Practical Life, Sensorial, Language, Mathematics and Cultural) create a clear framework for the classroom within which the children have the freedom to explore and learn.

Planning

Planning is key to making children's learning effective, challenging and progressive. The Early Years Framework and Early Learning Goals underpin all planning and learning in the Early Years.

Nursery planning is based around the children's interests and projects are developed from their interests and topics chosen. Reception have termly topics and incorporate these topics into all areas of the curriculum. At the beginning of each term, the children discuss what they would like to find out about the topic and this forms the basis of topic planning. Differentiated planning allows teachers to ensure all learning needs and styles are met.

Observations & Assessments

We make regular assessments of each child's learning and use this information to ensure that future planning reflects individual needs. Teachers make formal and informal observations of children's learning through planned assessments and observations. Observations, photographs, videos and evidence of learning are recorded in an e-profile on Tapestry which are shared with parents. Our tracking grid, as linked to SIMS, is updated at the end of each term; this provides a summary sheet for every child which feeds into the whole-school assessment and tracking progress.

When a child is between two and three years old, we review their progress and parents/carers are given a short, written summary of their child's development. This progress check will identify a child's strengths and also any areas where the child's progress is below the Expected Standard. If there are significant emerging concerns, or an identified special educational need or disability, practitioners develop a targeted plan to support the child's future learning and development involving other professionals. As well as the progress check, parents receive written summaries of achievement or report on a termly basis.

At the end of the final term in Reception, each child's level of development in the prime and specific areas of learning is assessed against the Early Learning Goals as set out in the EYFS and recorded as either 'Emerging or Expected', as per the EYFS Framework (2021). The child's next teacher uses this information to make plans for the year ahead. We share this information at parental consultation meetings and in the end of year report.

The Learning Environment

We recognise that the environment plays a key role in supporting and extending children's development and learning. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences to extend the children's learning.

In Nursery, the learning environment is prepared and divided into Areas of Learning and Montessori Equipment. We have a focus on continuous provision, where children are able to find and locate equipment and resources independently. Children have access to both inside and outside areas of learning across the day; this has a positive effect on the children's development. Learning outside of the classroom offers opportunities for doing things in different ways and in different scales than when indoors. We encourage children to explore, use their senses and be physically active and exuberant.

In Reception, the classrooms are set up to reflect all areas of learning, as well as including some key Montessori equipment. Reception children are able to choose which classroom they work in during Free Flow and, therefore, activities across the rooms are set up to incorporate all areas of learning. Resources are clearly labelled with pictures

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and words and area accessible for children so they can self-select and engage with resources if they wish. Displays are bright, engaging and are used to aid children's learning through working walls and displays reflective of their current learning.

KS1 and KS2

At The Roche School, English, Phonics and Mathematics for each year group are taught not in their registered classes but in sets and smaller mixed attainment groupings. Setting, which is seen in Maths and Phonics, considers matching children of a similar level of attainment as well as learning behaviours to ensure that the teaching can be adapted to the children's needs and every child can take pride and pleasure in their own secure progress. Such groupings are flexible and, where year groups see fit, utilise some principles of mixed ability groupings. All groups are regularly reviewed and evaluated according to the needs of the children. English and all other classes are in mixed ability groups and we believe in the benefits of mixed ability teaching; careful and flexible grouping is a valuable method of supporting the teaching and learning process and meeting the needs of all children.

Within all year groups, there is a balance of both discrete and cross-curricular planning. Good communication between all members of staff ensures that opportunities for cross-curricular work are optimised and a holistic and creative approach to learning is promoted. Curriculum mapping allows teachers the freedom to concentrate on one Humanities topic for a half term or term, allowing for an in-depth, well-rounded study of a topic. Within this approach to curriculum teaching, drama techniques are encouraged and utilised in many classes to scaffold learning and engage children in tasks.

The following documentation is kept on a shared area of the school computer system to ensure that they are freely available and accessible to all staff at all times:

- Curriculum Maps
- Schemes of Work
- School Policies
- Medium Term Planning – produced as working documents
- Assessment Criteria
- Tracking Information – for staff to check a child's progress and plan and differentiate accordingly
- Supporting Documentation for Lessons – resource lists, curriculum overviews, facilities and school trip ideas

Spiritual, Moral, Social and Cultural (SMSC) Links

The Roche School follows equal opportunities guidance which guarantees that there will be no discrimination against any individual or group, regardless of protected characteristic and identity, in accordance with the 2010 Equality Act.

Spiritual development is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning and purpose. Beliefs that help provide perspective on life may be rooted in a religion, but equally may not. Children explore the Fundamental British Value of exploring and respecting the values and beliefs of others.

Moral development is largely about choices, behaviour and how you live your life and the impact that has on others. It's also about personal and societal values, understanding the reasons for them and airing and understanding disagreements. Children develop the Fundamental British Value of investigating moral values and ethical issues, and recognising and applying right and wrong through our values-based behaviour system, The Roche Approach and other implicit means, as well as explicitly through subject teaching.

Social development shows children working together effectively, relating well to adults and participating in the local community. It also includes the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Cultural development is about understanding and feeling comfortable in a variety of cultures and experiencing a range of cultural activities (for example art, theatre, travel, concerts). Children develop the Fundamental British Value of exploring, understanding and tolerance regarding the diversity of cultural traditions and beliefs of others.

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Children with Special Educational Needs

The curriculum is designed to provide access and opportunity for all children who attend The Roche School. If necessary, we adapt the curriculum to meet the needs of individual children after the parents of the child have been consulted and advice has been sought from external agencies.

If a child has a special educational need, including learners with difficulties and/or disabilities, children with special educational needs (SEN), children with English as an additional language (EAL), or children who are currently higher attaining (CHA) or show such attainment levels that they are on the Aim Higher Register, then our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

Children's special education needs may be met by appropriate differentiation in the classroom, specialist provision, the use of intervention groups or one to one support from teaching assistants and teachers. These are noted in Pupil Passports and are used throughout the child's time at the school so that provision is relevant and consistent.

Curriculum Leadership

The Roche School has one or more specialist teachers in the following subjects:

- Art
- Computing
- French
- Spanish
- Music
- Physical Education

All other areas of the curriculum are taught by class teachers and supporting teachers (including the Directors of Studies and SENCo). Curriculum areas are co-ordinated by subject co-ordinators and overseen by the Directors of Studies. It is the responsibility of the curriculum co-ordinator to monitor the teaching of their curriculum area and:

- Develop and implement policies and practices in the subject which reflect the school's commitment to high achievement through effective teaching and learning
- Have an enthusiasm for the subject which motivates and supports other staff
- Attend and contribute to Subject Committee meetings
- Ensure all related policies and Department Evaluations are kept up-to-date
- Monitor the progress towards targets and evaluate the effects on teaching and learning by working alongside colleagues, analysing pupil voice, work and outcomes
- Maintain digital records
- Ensure that own expertise in the subject is up to date, including all national and pedagogical developments. Ensure that staff are kept up to date with this information
- Carry out audits of resources, where appropriate, and organise storage of and access to equipment for children and staff

Please see Appendix 3 for a list of staff responsibilities.

Curriculum Development

The curriculum at The Roche School is reviewed, evaluated and updated on a yearly basis. Year groups meet with the Directors of Studies to review Curriculum Maps, which overview topics from across the academic year. We are committed to providing a curriculum that is in line with the needs of our children and national developments and recommendations.

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Each subject co-ordinator produces a Department Evaluation at the start of the academic year that clearly sets out areas of development and focus for the year ahead. The plan is reviewed and evaluated on a termly basis by the co-ordinator and the Directors of Studies and feeds into the Whole School Development Plan. Evaluations are focused on documentation, teaching and learning, assessment, resources, subject leadership and development. In addition, lessons are observed by the SLT, subject co-ordinators and observation feedback guides the staff appraisal process.

Teaching & Learning

The Roche School aims to ensure that we are providing high quality learning experiences that lead to a consistently high level of achievement. The school aims to create an effective and well-managed learning environment in which the individual needs of each child can be met. Effective teaching should:

- enable children 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;
- foster children's self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- be well-planned and use effective teaching methods, activities and management of class time;
- demonstrate a good understanding of the aptitudes, needs and prior attainments of the children, and ensure that these are taken into account in the planning of lessons;
- demonstrate good knowledge and understanding of the subject matter being taught;
- utilise effectively classroom resources of a good quality, quantity and range;
- demonstrate that a framework is in place to assess children's work regularly and thoroughly and use information from that assessment to plan teaching so that children can progress;
- utilise effective strategies for managing behaviour and encouraging children to act responsibly;
- promote British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- not discriminate against children contrary to Part 6 of the Equality Act 2010.

Assessment

Effective assessment provides key information to inform the teaching and learning at The Roche School and is therefore an essential part of the teaching process. We use various assessment tools including both formative (AFL) and summative, which can be formal or informal. Teachers use assessment to track the progress of individual children, in Mathematics, Reading and Writing, using this information to guide our future planning. Children are given regular feedback on their learning, via their books or verbal feedback, so that they understand what it is that they need to do to improve.

Please see *Assessment Policy*.

Parents and Carers

Staff are available before and after school to meet with parents/carers to discuss any curriculum related matter. Parents are kept fully informed of the curriculum in the following ways:

- Informational 'Chatty Letters' sent out on a termly basis setting out the topics being covered
- A copy of the class timetable is given to parents at the start of the academic year, on request, and can be found on the school website
- Curriculum Evening each September, which provides parents with an opportunity to meet with class teachers and learn about the year ahead
- Written reports in December and July, with an overview report in March
- Parents evening in October & March
- School Website
- Newsletters

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Subject Coverage

EYFS

Nursery		Reception	
<u>Subject</u>	<u>Number of lessons per week</u>	<u>Subject</u>	<u>Number of lessons per week</u>
Phonics	1 x 20 minutes	English	Phonics – 4 x 30 minutes 1 x 20 minutes English – 5 x 30 minutes Library 1 x 30 minutes
Maths	1 x 20 minutes	Maths	4 x 30 minutes
Music	1 x 15 minutes	Music	Music - 1 x 30 minutes Singing – 1 x 30 minutes
EAD	1 x 30 minutes	EAD, ITW, PSED	See below
UTW	1 x 30 minutes	Computing	1 x 60 minutes
PSED	1 x 20 minutes	PSED	1 x 60 minutes 1 x 30 minutes
PD	1 x 30 minutes	PD	Gym - 1 x 30 minutes Games - 1 x 90 minutes Dance – 1 x 30 minutes
Nursery and Reception follow a continuous provision approach. The children have free access to planned activities and resources and receive adult-initiated tasks, questioning and extension where the teacher assesses it to be appropriate.			
Nursery and Reception have access to Free Flow throughout the school day and use the outdoor area as part of this provision.			

Key Stage 1

Year 1		Year 2	
<u>Subject</u>	<u>Number of lessons per week</u>	<u>Subject</u>	<u>Number of lessons per week</u>
English	Library – 1 x 30 minutes Phonics – 4 x 30 minutes Handwriting – 5 x 10 minutes Spelling – 1 x 20 minutes English – 4 x 60 minutes	English	Library – 1 x 30 minutes Phonics – 3 x 30 minutes English – 4 x 60 minutes 1 x 50 minutes
Maths	5 x 60 minutes	Maths	5 x 60 minutes
Science	1 x 60 minutes	Science	1 x 90 minutes
Geography	Topic/term dependent – 1 x 60 minutes	Geography	Topic/term dependent – 1 x 60 minutes
History	Topic/term dependent – 1 x 60 minutes	History	Topic/term dependent – 1 x 60 minutes
RE	1 x 30 minutes	RE	1 x 30 minutes
Art	1 x 60 minutes	Art	1 x 60 minutes
PSHE	1 x 60 minutes	PSHE	2 x 30 minutes
PE/Games	1 x 90 minutes	PE/Games	2 x 90 minutes 1 x 30 minutes
Gym	1 x 30 minutes	Gym	1 x 30 minutes
Dance	1 x 30 minutes	Dance	1 x 30 minutes
Music	Music – 1 x 30 minutes Singing – 1 x 30 minutes	Music	Music – 1 x 30 minutes Singing – 1 x 30 minutes
French	1 x 30 minutes	French	1 x 30 minutes
Computing	1 x 60 minutes	Computing	1 x 60 minutes
Drama	Dependent on English/Topic/Science outcome, assembly and time of annual play	Drama	Dependent on English/Topic/Science outcome, assembly and time of annual play

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Lower Key Stage 2

Year 3		Year 4	
Subject	Number of lessons per week	Subject	Number of lessons per week
English	English - 5 x 60 minutes Phonics/Spelling - 1 x 30 minutes Library – 1 x30 minutes	English	English - 5 x 60 minutes Spelling - 1 x 20 minutes Library – 1 x30 minutes
Maths	4 x 60 minutes 1 x 50 minutes	Maths	5 x 60 minutes
Science	1 x 60 minutes	Science	1 x 90 minutes
Geography	Topic/term dependent – 3 x 60 minutes 1 x 20 minutes	Geography	Topic/term dependent – 1 x 70 minutes 1 x 40 minutes
History	Topic/term dependent – 3 x 60 minutes 1 x 20 minutes	History	Topic/term dependent – 1 x 70 minutes 1 x 40 minutes
RE	1 x 30 minutes	Philosophy	Topic/term dependent – 1 x 70 minutes 1 x 40 minutes
Reasoning	Non Verbal – 1 x 30 minutes Verbal – 1 x 30 minutes	Reasoning	1 x 60 minutes
Art	Topic/term dependent – 3 x 60 minutes	Art	1 x 60 minutes
PSHE	1 x 30 minutes	PSHE	3 x 30 minutes
PE/Games	3 x 90 minutes	PE/Games	3 x 90 minutes
Gym	1 x 30 minutes	Gym	1 x 30 minutes
Music	Music – 1 x 30 minutes Singing – 1 x 30 minutes	Music	Music – 1 x 30 minutes Singing – 1 x 30 minutes
French	1 x 30 minutes	French	French – 1 x 30 minutes French IT – 1 x 30 minutes
Computing	1 x 60 minutes	Computing	1 x 60 minutes
Drama	Dependent on English/Topic/Science outcome, assembly and time of annual play	Drama	Dependent on English/Topic/Science outcome, assembly and time of annual play

Upper Key Stage 2

Year 5		Year 6	
Subject	Number of lessons per week	Subject	Number of lessons per week
English	English - 5 x 60 minutes Spelling - 1 x 30 minutes Library – 1 x30 minutes	English	English - 5 x 55 minutes Spelling - 1 x 30 minutes Library – 1 x30 minutes
Maths	5 x 60 minutes	Maths	5 x 55 minutes
Science	1 x 60 minutes	Science	2 x 60 minutes
Geography	Topic/term dependent – 1 x 60 minutes 1 x 30 minutes	Geography	Topic/term dependent – 1 x 75 minutes
History	Topic/term dependent – 1 x 75 minutes	History	Topic/term dependent – 1 x 75 minutes
Philosophy	1 x 60 minutes	Philosophy	1 x 60 minutes
Reasoning	Non Verbal – 1 x 60 minutes Verbal – 1 x 60 minutes	Reasoning	Non Verbal – 1 x 60 minutes Verbal – 1 x 60 minutes Test Preparation – 1 x 60 minutes
Art	1 x 60 minutes	Art	1 x 70 minutes
PSHE	1 x 60 minutes	PSHE	1 x 60 minutes
PE/Games	3 x 75 minutes	PE/Games	3 x 75 minutes
Gym	1 x 30 minutes	Gym	1 x 30 minutes
Music	Music – 1 x 30 minutes Singing – 1 x 30 minutes	Music	Music – 1 x 30 minutes Singing – 1 x 30 minutes
French	French – 1 x 30 minutes French IT – 1 x 30 minutes	French	French – 1 x 60 minutes French IT – 1 x 30 minutes
Computing	1 x 60 minutes	Computing	1 x 60 minutes
Drama	Dependent on English/Topic/Science outcome, assembly and time of Shakespeare Festival	Drama	Dependent on English/Topic/Science outcome, assembly and time of annual play

All lessons are compulsory, unless a child has a timetabled music, intervention or 1:1 support lesson scheduled for that time in school hours.

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