



ROYAL HIGH SCHOOL
BATH

G D S T

Prep School (Y1 – Y6) Curriculum Policy [Claire Lilley] 2019/20

Applicable to: All pupils, parents/carers and staff.

Aims:

1. To provide a curriculum that encompasses a philosophy and practice that is focussed on providing the richest, most engaging and valuable learning experiences for every child in the Royal High Prep School.
2. To ensure that the curriculum from Year 1 to Year 6 meets the needs of all pupils and enables them to learn in the most effective ways possible (please see SEND and GT and HM policy).
3. To provide a curriculum that ensures high performance and success whilst also ensuring learning takes place in a wide range of contexts and around a wide range of themes to ensure pupils' experiences are broad and stimulating, enabling learners to explore and develop individual interests and strengths as well as address weaknesses.
4. To operate in accordance with the Equality Act (2102), our SEND Policy and our Gifted, Talented and Highly Motivated Policy across all provision including the ASC, Holiday Club and Key Stages 1 & 2.
5. To promote British values across all provision and including the ASC, Holiday Club and Key Stages 1 & 2.
6. To ensure that creative, social, spiritual and intellectual development of the whole child is nurtured.
7. To ensure that the curriculum is based on the structure and parameters of the National Curriculum but not limited by it.
8. To provide opportunities for students to apply their knowledge and understanding in problem solving and investigative situations.
9. To ensure that the curriculum is consistent with approaches adopted at the Senior School, ensuring 'right-through' provision and consistency of learning.

Rationale:

We have named our curriculum at the Royal High Prep School ***The Cranwell Curriculum***. It is a rich, diverse, unique, child-centred and enabling curriculum that provides the girls throughout the Prep School with extra-ordinary learning opportunities and combines these unique learning opportunities with the rigour and detail required to deliver outstanding attainment in all areas of learning. It focuses on creative approaches to learning that enable genuine independence of thought and enquiry and that fosters a collaboration to develop understanding of the world and of the key concepts of citizenship, collective responsibility and British values.

The Cranwell Curriculum has a clearly defined structure that ensures a broad and balanced provision and stimulates learning, discussion and engagement drawing upon and evolving from

the philosophies of the Reggio Emilia Schools. The Reggio approach provides a sound basis from which to involve girls in learning about the world and their relationship to it. It encourages exploration, discussion, creativity and reflection through a series of interactions with artefacts, spaces and other people. It is highly immersive and highly motivating for all learners. The approach involves the whole community, the girls, their teachers and their parents.

The Cranwell Curriculum uses these initial explorations to help the girls develop a sound understanding of the subjects of their study, develop a rich vocabulary relating to the subject and to understand it in terms of scientific, linguistic and creative possibilities. As a consequence, more traditional ways of working within the curriculum are considerably enhanced and even more valuable.

In addition, as the philosophy focusses clearly on reflection and collaboration it also produces an excellent environment for child and professional learning and develops a collective sense of communal learning and citizenship. It reaches out beyond the confines of the school and embraces the wider community, engaging parents most particularly.

Implementation:

1. Central to the effectiveness of The Cranwell Curriculum is the thematic approach to learning. Class teachers deliver most of the curriculum to their class, ensuring consistency of approach and seamless learning across themes. This is consistent with our philosophy that developing the skills of effective learning should take precedent for learners in KS1 to KS2 above what might be termed 'Subject Knowledge'.
2. Our Learning to Learn Agenda (based on the Chris Quigley Essentials Curriculum), runs in parallel with national curriculum objectives and refers to the skills pupils need in order to become the best possible learners.
3. Some aspects of curriculum provision are delivered by specialist teachers. These lessons include PE, Performing Arts, Latin, Modern Languages and some Computing and may not always follow the learning theme. Maths is usually taught outside of the theme by the class teacher.
4. The subject coordinators are responsible for ensuring consistency across the curriculum, on determining the balance of the curriculum and the approaches to curriculum delivery.
5. Class teachers have responsibility for planning and delivering a rich and broad curriculum through termly themes. Class teachers decide on the focus of termly themes; at least one theme will change annually in order to keep our approach fresh and engaging. Teaching will reflect on decisions made by class teachers following careful thought and reflection on the needs and interests of the girls in each class.
6. Class teachers produce a termly plan for each theme delivered, designed to meet the learning needs described in the Essentials documentation used throughout the school. This document maps the requirements of the National Curriculum onto the skills, dispositions and attitudes required for effective learning as published by Chris Quigley and Associates. This documentation is supplemented and adapted to meet the needs of the girls and the school.
7. All pupils have entitlement to the whole curriculum; this includes anyone with Additional Learning Needs. (see separate SEND policy statement and the Equal Opportunities policy).
8. Some of our specialist teaching is by teachers from the Senior School for girls in KS2. Exact provision changes according to need and availability and could take place at the Senior School.

9. 'Be Inspired' is taught to a mix of Year 3-6 pupils across a range of subjects. These options are offered twice a year and allow the girls to further develop their academic skills in areas of their interest. In recent years, these have included 'Art Inspire', 'International Inspire', 'Write Inspire', 'Discover Inspire' and 'Explore Inspire'.
10. INSET is planned by the Prep School Leadership Team and regularly focuses on pedagogical matters, exploring and sharing effective approaches to teaching and learning across the staff body and bringing in ideas from the GDST and wide world of education as and when appropriate.
11. All staff are expected to take an active role in their own professional learning to ensure teaching practices remain up to date. This process includes high levels of reflection on teaching practice and pupil learning. This process also has a clear influence on curriculum delivery as it informs teachers' decisions about performance, next steps in learning, individual needs and aspects of study that the class find stimulating and engaging. Teacher-reflection is a vital aspect of curriculum delivery.

Timetable and Subject Allocation:

The timetable runs weekly, based on 25, one hour lessons a day for KS2 girls (Y3-6) and sessions totalling 23¼ hours in the infant department. This teaching time does not include daily assembly times and registration. There are termly variations and some activities are cyclical.

The Head and the two Deputy Heads determine the time allocated to the different subjects. There is a clear directive that Maths is taught discretely for at least 1 hour every day and this session is timetabled. The class teacher in consultation with the Deputy Heads determines time allocated to thematic learning. This tends to be flexible and adapts to need and the focus of the theme.

However, there is a clear directive that every class should have at least 1 hour of learning focussed on English each day (though the context will usually relate to the theme being studied). Any changes to the timetable must be discussed with the Deputy Heads in advance.

Year	Y1	Y2	Y3	Y4	Y5	Y6
English	5	5	5	5	5	5
Maths	5	5	5	5	5	5
Thematic Learning includes Science (at least 1 hour a week), RE, Geography, History, Art, DT and PSHE	7	7	7	7	5.5	5
Computing	1	1	1	1	1	1
PE	2	2	3	3	4	4
MFL and Latin	0.5	0.5	1	1	1.5	2
Music	0.5	0.5	1	1	1	1
Drama	0.5	0.5	0.5	0.5	0.5	0.5
Dance	0.5	0.5	0.5	0.5	0.5	0.5
Be Inspired (academic extension for all)	0	0	1	1	1	1
TOTAL	23.25	23.25	25	25	25	25

PSHE, RE, British Values and Learning to Learn skills are also incorporated into whole school and Key Stage assemblies (40 mins weekly).

Reviewed: July 2019	Next Review: July 2020
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