

## **Status of curriculum policy**

(ISI policy A3)

This document draws together and replaces the following policies:

3.3.1 Curriculum policy

3.6.1 Curriculum plan

## **Aims and ethos of the curriculum (including statutory regulations)**

As detailed in the school's prospectus, the aims and ethos of Saint Ronan's is as follows:

### **Aims**

- To provide the children with an excellent all-round education with a suitable range of curricular and extra-curricular opportunities.
- To provide inspired teaching which promotes both learning and achievement.
- To encourage the children's spiritual, moral, social and cultural development.
- To provide highly effective pastoral support and guidance.
- To maintain a constructive relationship with parents and carers.
- To 'mind the magic'.

### **Ethos**

The school has a distinctive character and it is this charm, this magic, that people fall in love with. It is a family school with an informal and happy atmosphere where staff are approachable and mud unremarkable. In a world where children seem to grow up ever faster, Saint Ronan's provides a happy environment for children to remain just that. We want the children to enjoy school, relish the opportunities offered and be inspired to work hard, to be kind, gentle, courteous and honest.

### **Statutory regulations**

To meet the Education (Independent School Standards) (England) Regulations 2003 as amended from January 2005 and May 2007, the educational experience of the school (its curriculum in its widest sense), as detailed in the Curriculum plan (3.6.1):

- takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan;
- does not undermine, indeed positively reinforces and advocates, the fundamental British values of democracy, rule of law, individual liberty and mutual respect of tolerance of those with different faiths and beliefs;
- is delivered using appropriate plans and schemes of work (see department handbooks for specific coverage);
- takes account of special educational needs in its curriculum, plan and schemes of work, in terms of ability, need and aptitudes (see separate SEN policy for specific information)

This educational experience entails:

1. full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The school offers a broad programme of discrete subjects to cover these areas of education, with specialist teachers in all areas.
2. pupils acquiring and making progress in speaking, listening, literacy and numeracy skills. All lessons are delivered in English and all departments contribute appropriately to these core skills, as evidenced by the annual review of department SEFs.
3. personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for others, with particular regard to protected characteristics set out in the Equality Act 2010: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. PSHEE sessions are given high priority and at regular intervals. Typically, they are delivered by tutors (ensuring age-appropriateness) and teachers who have deep understanding of the learning needs of the pupils. Outside specialists are brought in to deliver certain aspects of PSHEE where appropriate. Religious education is studied at all ages, providing a major way of promoting spiritual, moral, social and cultural development.
4. for children in the Nursery, i.e. below compulsory school age, activities appropriate to their personal, social, emotional and physical development and communication and language skills;
5. all pupils having the opportunity to learn and make progress. Progress is monitored through regular Fortnights, bi-annual written reports, standardised cognitive assessment and progress tests (GL CAT as well as Progress Tests in English and Maths) and analysis of exam results.
6. effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. The PSHEE programme and Friday gatherings, including both lectures and chapel evensong, are central to this. A full programme of visits and expeditions off-site further contributes to this preparation.
7. pupils having the opportunity to develop their self-knowledge, self-esteem and self-confidence. All children are given encouragement and broad variety of activities, with all success being celebrated and a 'Growth Mindset' being central to positive conceptions of challenge and perseverance. Concepts relating to 'Growth Mindset' are a regular feature of assemblies and PSHEE lessons.
8. for children in the upper prep school, appropriate experiences are provided of a variety of careers and life trajectories post-education through the PSHEE and Friday gatherings programme. No bias or favouritism is expressed towards any particular routes of education or work options. The goal of these experiences is to enhance and support the overall aim of encouraging children to understand and fulfil their potential. A record of scholarships achieved is published on the school's website.
9. effective provision for children with English as an additional language (see 'Inclusion: EAL', below).

## **Learning at Saint Ronan's**

At Saint Ronan's we want children to achieve their potential and be the best they can be. We want them to have a positive attitude to learning and a Growth Mindset. To foster this, the curriculum needs to be challenging (i.e. high expectations), interesting and relevant.

At our school, children learn in many ways in our many settings (classrooms, art/DT rooms, forest school, farm school, new library, drama studio, science labs, computer rooms, sports facilities etc.). Sometimes, learning happens through direct instruction and exemplification, and at other times collaboratively through discussion in pairs or group work. Teachers use a variety of different techniques to draw out children's thinking and help them to take their learning as far as possible. Children are regularly encouraged – through formative assessment and meta-cognitive strategies – to assess their own progress and elucidate their own learning, including next steps.

## **Teaching at Saint Ronan's**

As educators, we understand that different children learn in different ways at different times as they change and grow. Therefore, we adapt our teaching to meet a wide variety of needs.

We regularly review our teaching and share best practice. This is achieved in a variety of ways:

- in departmental meetings, including inter-departmental observation of lessons;
- following work scrutiny (and the feedback that is part of the process);
- in staff meetings and at INSET.

We recognize that the best teaching evolves and improves over time through a healthy process of reflection. This is empowered by a Growth Mindset and a willingness to engage positively with new ideas and approaches.

## **Challenge for all**

### **Use of sets**

From Year 4 upwards, children are grouped into sets in core subjects. The sets reflect the children's current level of attainment. The groups are reviewed after each set of exams. Decisions to move children into a different set are evidence-led and based on triangulation of objective and subjective information (e.g. marks achieved in exams, scores in standardized tests, teacher's professional judgment).

The school also uses 'parallel setting' when appropriate. This involves having a group of higher achieving pupils in a set moving at a faster pace. The other children are then organized into mixed ability groups in two parallel sets. A small set is used where necessary (in English and/or Maths) if there is a group requiring specific targeted support.

### **Use of graduated success criteria**

The school goes beyond the traditional approach to provision for children considered to be able, gifted or talented, in that graduated success criteria are used to ensure that all

children are able to know when they are pushing themselves beyond the original task. This complements the school's belief in Growth Mindset, recognizing that:

- every high achieving child had to start somewhere (and may have not always been starting from a position of perceived strength);
- success tends to lead to success and a culture of positivity;
- challenging tasks should be available to all and not just those considered to be AGT.

The process of using graduated success criteria works as follows:

1. The teacher decides prior to the lesson / unit of work if graduated success criteria is appropriate.
2. The teacher then decides, in relation to the desired learning outcomes, how a high achieving child might demonstrate that he/she has gone beyond the task (i.e. gone deeper with their learning, towards mastery).
3. The teacher then designs the success criteria in a way that is accessible to the class. This shows how the children can achieve different levels of success in relation to the activity. This might be called 'Walk / Jog / Run' (with 'Walk' representing what the teacher would normally expect and 'Run' going significantly beyond expectations), but can also be referred to as 'Challenge' etc. Teachers might use different names for tasks depending on subject content.
4. There might be a reference guide (either printed out and stuck into children's books, or on the board in class) so that the children can reflect on their own level of success.
5. This might form the basis for self-/peer- assessment as well as marking and feedback.
6. At a more advanced level, the children are involved in the design of their own graduated success criteria.

Teachers are free to decide when to use graduated success criteria based on the needs of their class and the nature of the work being covered. This is monitored in the work scrutiny process, overseen by the Academic Management Team.

## **Inclusion**

### **SEND**

The school follows the SEN Code of Practice 2014 approach to the identification, assessment and review of pupils with special educational needs. The four key actions are Assess, Plan, Do, Review. Pupils with additional learning support have an individual pupil profile (IPP).

The school has designed its own 'app' for teachers so that all SEND information relating to children in their subject groups is readily accessible.

Provision for SEND children is monitored by the SENDCo and the Deputy Head (Academic). This is part of the 'Do, Review' cycle, above.

### **EAL**

The school has EAL children in the Pre-Prep (as of 2017/18). The children are assessed using 'Kent Steps', which is used to assess children's proficiency in the four 'modes' of Listening & Understanding, Speaking, Reading, and Writing. The child with EAL is then

assessed on a 7-point scale in each mode: Starter S0– Early beginner S1 – Beginner S2 – Threshold S3 – Secure S4 – Consolidating S5– Competent S6 – Independent S7.

Provision for children with EAL is managed on a case-by-case basis and overseen by the Head of Pre-Prep and Deputy Head (Academic) in consultation with the SENDCo. Targets are identified for each child and reviewed at least once per term.

There is a specific budget for EAL so that appropriate teaching resources (specific to individual learning needs) can be purchased.

## **Assessment and reporting**

*Further details can be found in the school's assessment and reporting policies: 3.12.2 Marking and Feedback Policy (Y3 – 8); 3.16.2 Reporting (Y3 – 8)*

Children are assessed in a variety of ways at Saint Ronan's. In class, teachers use a mixture of formative and summative assessment. Teachers also make use of self- and peer-assessment when appropriate.

In addition, there are regular opportunities for structured assessment throughout the school year:

### School exams:

Children in Year 4 (summer term) and Year 5 (autumn term) take exams in English, Maths, Science and French. From summer Year 5 onwards, children take exams in all subjects.

### Standardised tests:

In the autumn term children in Years 2 – 8 take Cognitive Assessment Tests (CAT4). In the summer term children in Years 2 – 8 take Progress Tests in English and Maths. These tests are produced by Granada Learning (GL). Results are analyzed and shared across the school teaching staff.

Children in Reception and Year 1 take paper-based tests (also published by GL).

### AS Tracking

The school uses AS Tracking to monitor children's emotional well-being. Although not specifically relevant to the academic curriculum, this data is useful to review if there is an unexpected deviation in academic performance by a pupil.

School reports are sent to parents at regular intervals throughout the year. Parents of children in Years 4 – 8 receive reports at the end of the autumn and summer term (with an additional report for parents in Year 8 at the end of the spring term).

## **Schemes of work and curriculum map**

*Details of the aims and objective of each of the curriculum areas/subjects are detailed in the Courses Guides.*

A summary of the curriculum plan for each subject is shown below. Further detail is contained in each subject's scheme of work.