

The Oratory Prep School

Curriculum Policy



THE ORATORY
PREP SCHOOL

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Curriculum Policy Overview

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All faculties keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject leads are committed to reviewing any updates to National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the senior schools to which pupils apply and the aims and ethos of the school. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and inline with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 13. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with learning opportunities for developing strong core and cognitive skills; mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as linguistic and life skills appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extracurricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promote the welfare and safeguarding of children at all times.

Aims of the curriculum

The school delivers its stated aims through a rich curriculum.

At The Oratory Prep School, each pupil will:

- Participate and achieve in all aspects of school life, becoming a well-rounded and confident individual who is prepared for later life.
- Become an effective learner who takes pride in their achievements, facing and overcoming challenges.
- Develop courage and independence, demonstrating ownership of their learning and the school in line with the catholic ethos of the school.
- Be healthy, happy and know how to stay safe.
- Be inclusive, tolerant and fair-minded, valuing the importance of relationships with others.

Objectives of the curriculum

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning.
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways.
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is flexible enough to respond to change and incorporates innovation as appropriate.
- Enables pupils to acquire skills in oracy, literacy and numeracy.
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.

- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. Further information can be found in the PSHE policy.

Curriculum Organisation

The curriculum is organised appropriately and effectively in terms of time allocation per subject. Pupils are mainly taught in mixed ability groups. Setting in certain subjects may be arranged, when appropriate.

Nursery to Year 2 are taught by class teachers, with some additional support. They have specialist teachers for Games, P.E. French and Music.

Years 3 and 4 are taught mostly by their class teachers, who divide their time between these classes, to utilise their subject strengths. Subject specialists teach these classes for Music, French, P.E. and Games.

Years 5 to 8 are taught all subjects by subject specialists.

Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the revised EYFS Framework, which became statutory from Sept 2021 and which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes Music, Forest School and Physical Education.

Key Stages One, Two and Three

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- Academic - English, Mathematics, Science,
- Linguistic – French
- Human and Social - History, Geography, Religious Education
- Aesthetic and creative education - Art, Music, Dance, Drama, Forest School
- Life Skills – Personal Education, Perspectives and Personal, Social, Health and Citizenship Education
- Physical – Individual and Team Sports, Gymnastics, Clubs
- Technological - Computing, digital literacy and Design and technology

(Appendix 1 - Provides an example of our curriculum and approach)

Equal Opportunities

The curriculum at The Oratory Prep School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for more able, gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and PSHE lead oversees this.

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty. Further details can be found in the **Relationships and Sex and Relationship Education (RSE) Policy**. Relationship and Relationship and Sex Education, are a mandatory part of the school curriculum from September 2020 (delayed until Summer 2021) and the school **has consulted with parents during the devising of its curriculum in these areas** ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance 2019](#)).

Pupil Progress and Assessment

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year.

Standardised testing enabled carried out each year enables benchmarking of pupils attainment and progress against national standards

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At the Oratory Prep School we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by Heads of Faculty and external quality assurance is provided by our central education committee through governance.

Pupil progress meetings, held termly, help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS, the school will assess according to the statutory Early Years Profile and the 2 Year olds progress check. Results of the Early Years Profile are provided to parents and South Oxfordshire Local Authority on request.

Assessment and GDPR

Individual pupils' assessment data is part of pupils' personal information. Care is taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised. This is referenced also in the school's Assessment Policy.

English as an Additional Language (EAL)

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Careers Information Provision

As part of our preparation for senior schools, we encourage children and parents to engage in the admissions process from the end of Year 4 onwards. This includes Parent Presentations, Senior School workshops, Future Schools Events and individual discussions with members of the SLT. We engage with local senior schools to provide the children with experience in different areas of the curriculum through visiting teachers running sessions or the year group taking part in a school trip.

Children in year 7 and 8 are encouraged, through their study of perspectives and PSHE lessons to explore career options, further education in preparation for transition to their senior school of choice. Children take part in interview preparation with the Deputy Head and the Headmaster as well as being supported through the completion of personal applications for senior schools.

Appendix 1: Exemplar of Curriculum Objectives

We believe that the key to successful learning starts with developing skills that pupils can carry forward with them into later life. Our curriculum is centred around building an interconnected approach to learning that develops key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

Our approach to the curriculum ensures that subjects are linked by both a common theme and a key question. Our teaching ensures that during the same term, pupils can see the relevance between each subject they are learning, whilst maintaining specialised subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian.

We want our pupils to be excited about their learning from the moment they begin a new theme or topic; each new theme will be defined by a theme hook, which aims to pique their curiosity and provide an overview of the term's learning. They may go on trips, have a workshop in school, or a specific activity which will build towards an end of term assessment.

Junior and Senior Prep Curriculum					
Key Aspects of Learning	Core Skills	Immersive and Experiential	Breadth of Curriculum	Characteristics	Information, Media and Technology
	Independence	Rich text centred	English	Curious (questioning)	Communication
	Critical thinking		Maths	Innovative (risk taking/ disrupting/ creating)	
	Leadership	Piques curiosity	Science	Adaptable	(G suite and chromebooks)
	Creativity		Humanities		
	Communication	Provides a purpose and context for learning	The Arts	Resilient	Computational thinking
	Organisation		Technology	Moral Purpose (Newman Values)*	
	Collaboration	Is relevant and	Language/culture		Computer science
	Reflection				
					E safety

		significant Builds knowledge and skills	PSHCE Perspectives		
Opportunities our curriculum provides	<p>Breadth and Balance in subject specific learning</p> <p>Excitement and engagement</p> <p>Challenge and Ownership</p> <p>Development of oracy, comprehension and writing skills</p> <p>Mastery approach in Maths</p> <p>Practical and physical experience</p> <p>Application of learning to different context</p>				
Relationships	<p>✓Self awareness; relationships to others; global relationships and cultural diversity, Awareness of Identity</p>				
Experiences	<p>Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links;</p> <p>Educational trips; Visiting speakers/workshops</p>				