

Curriculum Policy

Member of Staff Responsible	Headmaster : J R Peck
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Approved By Governors	N/A
Distribution:	All Staff

Aims

Rokeby offers a broad, balanced curriculum in keeping with its aims as a preparatory school which can offer the best possible full-time education to boys from 4 - 13. This means that educational opportunities are carefully planned to allow development in all major areas of learning, including:

- the major academic subjects
- the arts
- sports and physical development
- social, moral, spiritual and cultural including by way of *actively promoting* the British Values of democracy, Rule of Law, individual liberty and mutual respect of those with different faiths and beliefs (or those with no faith or beliefs).
- personal; including character development, study skills, health, preparation for assessments and interviews and independent learning and preparation for adult life and future careers, especially in Years 7 and 8.

In order to facilitate this curriculum, the timetable is reviewed regularly. This ensures that consideration is given to changes in the education system in general, and that opportunities to improve the curriculum available to the boys are taken. Examined areas of the curriculum are planned by following the ISEB syllabus as a basis for each subject, especially for Years 6 – 8. Prior to the summer of Year 6, due regard is given to the syllabus the boys will need to cover as they progress through English and Maths pre-testing in Year 6, and the Key Stage 3 syllabus, mostly defined by the ISEB, from the summer of Year 6 onwards.

For all other subject areas, the National Curriculum is used as a basis for planning and is augmented with other material available either from the ISEB or from various sources. Teaching hours are as follows:

- Ages 4+ to 6+: 32 hours 30 minutes per week
- Ages 7+ to 13+: 37 hours 55 minutes per week

Curriculum planning is carried out with great care, both for the long, medium and short term. The long-term plans are described as the 'Programmes of Study' and are available for each area of learning, incorporating an overview of the aims of the subject and how it is to be taught year on year. Medium-term plans are called 'Schemes of Work' and are prepared by each subject teacher term by term, outlining exactly what is to be taught in that term and what resources are to be used. Finally, teachers prepare their own weekly and/or daily plans for individual lessons.

Planning takes into account the needs of the More Able (and High Ability boys), the Middle-Ability boys and the Lower Ability boys in particular subject areas, or groups of subjects.

Differentiated teaching and learning is a requirement within each mixed-ability class or set and the Learning Support Department, where appropriate. (See Teaching and Learning Policy, More Able Policy and Learning Support Policy).

All areas of the curriculum are subject to regular review following advice from the ISI, IAPS, the ISEB and the DfE. The Headmaster, Deputy Head, Head of Middle School, Head of Lower School and Subject Leaders liaise regularly to ensure the curriculum is fully reflective of the school's aims and objectives and advise the Governing Body by way of the Education and Staffing Committee.

Regular liaison is encouraged between Subject Leaders and those responsible for curriculum development in the Lower School, to ensure continuity and progression of the curriculum. The School Handbook and its policies make clear the expectations on teachers and Subject Leaders, as do their job specifications.

The school does not follow the EYFS curriculum requirements, although it has developed a scheme which seeks to incorporate elements of the relevant EYFS learning and development aspects.

The School prepares boys for senior school pre-tests and assessment processes and either for Common Entrance or Scholarship exams, guided by the ISEB Common Entrance Curriculum. Where senior schools do not require Common Entrance, the affected boys still follow the syllabus, adjusted accordingly.

The school gives priority to the academic subjects in timetabling, with a particular emphasis on English and Maths. Generally, academic subjects are only missed for agreed reasons at the discretion of members of the SLT who monitor this. The school has an agreed approach for boys who miss lessons, in terms of catching up on work. Parents are made aware of these requirements and expectations by way of the Parents' Handbook, which is updated on an annual basis.

Trips and visits are organised with care to avoid disrupting the daily routine too often. The Autumn Term especially is kept clear of most of these engagements, except for the holiday periods or where they align directly with coursework. During other terms, the school will endeavour to prioritise academic commitments over other activities.

Good Practice

To ensure good practice in disseminating the curriculum, teachers are referred to the *Teaching and Learning Policy*, the *Assessment, Recording and Reporting Policy* and the *Homework Policy* (available to parents on request). These policies are subject to regular review and aspects are discussed during staff meetings and INSET. A Wider Management Team meeting allows Subject Leaders and senior teacher an opportunity to consider aspects of the curriculum which affect all subjects. This team meets at least twice every term.

The Curriculum Committee meets at least three times a term to discuss specific curriculum issues and areas which require auditing or improvement.

Curriculum Development and Subject Leadership

Apart from the Senior Leadership Team, all Subject Leaders are expected to seek ways to both promote and develop their subject area within the school for the benefit of all the pupils. This involves those responsible seeking appropriate training courses or material or liaising with

those in similar positions in other schools. It also means that each Subject Leader must ensure that they involve colleagues in planning for the development of the subject area and that the annual subject development plan (revised by half term in the Autumn Term) is reflective of best practice and suitable innovation in the subject area. The Senior Leadership will expect to meet with the Subject Leaders to discuss and review progress in the department on a regular basis.

Subjects

The curriculum aims to provide boys with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Therefore, the curriculum covers the following subjects:

Examined subjects:

- Core: English (including Literacy, Speaking & Listening)
 Mathematics (Numeracy)
 Science
- Also: French
 Geography
 History
 Latin
 Other Languages, which may be optional (Greek/ Mandarin)
 Religious Studies

Non-examined subjects:

- Art and Design
- Design Technology
- Drama
- Information and Communications Technology
- Music
- Personal, Social, Health and Economic Education
- Physical Education
- Sports (Games)

Study skills sessions are also incorporated in the curriculum as well as reasoning skills in Years 3 - 6 as deemed appropriate for senior schools assessment preparation. For boys in Reception the curriculum is designed to ensure that all aspects of the wider curriculum are represented in their learning and development within the classroom.

Pupil Development

In order to ensure that each boy has the best possible chance to realise his potential, the school takes care to follow his progress and to offer further help and support where possible. Regular liaison is carried out between form tutors, subject teachers and the Learning Support Coordinator. The LSCo is responsible for Learning Support Teachers (LSTs) who provide individual support within school time. There is regular formal and informal liaison, between the LSCo and LST. In addition, various Boys Committee meetings (Boys Achievement Meetings and Boys Development Meetings) take place over the school year. These are led by the senior staff and are a forum where each boy's academic or wider progress is discussed and the information made available for reference and follow up by teaching staff and the SLT. Assessment data and general individual information is reviewed under the term 'BASIN' (Boys' Abilities, Strengths,

Interests and Needs) with the aim to track, support and develop each boy's whole development (see *Each and Every Boy Policy and Plan*).

The Headmaster may agree to place a boy in a year group ahead of, or below, that designated for their date of birth but only in agreement with the parents and with due regard to the possible ramifications of such a move on his development, learning and future transition to senior school.

Boys are gradually introduced to the expectations of behaviour in a modern British society as they progress through the school. This begins with positive social and behaviour skill development to ensure that each boy understands what it means to be 'kind' and supportive of others.

As the boys mature, they are exposed to discussions throughout the curriculum and around school, where issues are considered and appropriate responses and behaviours modelled or demonstrated. Boys are encouraged to take responsibility for their actions and in terms of contributing to wider school life in line with the school's values and those of wider British society.

Particular Special Needs

Rokeby has a strong academic ethos and expects that its pupils will be able to prosper in such an environment, regardless of any specific learning difficulty. However, it has made provision for those who have particular or specialist needs. Rokeby follows an *Equality Policy*. All boys who have learning needs are considered for further provision of support within the classroom or by way of referral to the school's Learning Support Coordinator. Where appropriate, individual plans are created for each boy whether for learning needs or for their wider needs, in keeping with the spirit of Educational, Health and Care plans.

English as a Foreign Language

Where pupils have English as an Additional Language (EAL), every effort is made to encourage the development of learning (written and spoken English) within the timetabled lessons or as an additional support lesson (see *EAL policy*).

Social Development

Part of the ethos of the school is to ensure that the boys learn respect for others, self-discipline and values of decency, cooperation and kindness. Apart from form periods and assemblies, teachers are encouraged to promote good values within their own subject areas, as the opportunities arise. The school offers a PSHEE programme and Religious Studies/Philosophy, Theology and Religion addresses many areas. (See the *Spiritual, Moral, Social and Cultural Development Policy*). The PSHEE programme is managed over three phases: Lower School, Middle School and Top Years, by three members of staff, to ensure the programme is age-appropriate.

Cross-curricular

Teaching staff are encouraged to develop cross-curricular links with other subjects, wherever possible. It is recognised that subject boundaries are convenient but do not reflect the totality of the learning experience.

Careers Guidance Policy

As part of their education at Rokeby, boys from Reception onwards experience exposure to various careers which adults may hold. The boys in Years 7 and 8 will be given guidance by way of Form discussions, PSHEE and Spiritual, Moral and Social education, as well as using media such as Drama and the debating society (Athenaeum) and assemblies. Talks are given by adults on various careers to the older boys; the aim here is to encourage them to think of ideas and pathways which might be of interest to them. Finally, the Year 8 Valedictory programme is an opportunity for other visiting professionals to speak to the boys about their careers.

Any guidance is given in an impartial manner, is designed to help the boys make informed choices about their future careers and helps to encourage them to fulfil their potential. The school aims to develop the wider skills and competencies each boy will need so that he can have a range of options at his disposal when facing decisions later in life and these include transferable skills and so-called 'soft skills'.

Resources

In order to provide the best possible learning opportunities, teachers, including Subject Leaders, are encouraged to review all their resources regularly and to discuss budgetary requirements with the Headmaster and the Bursar.

The Future

The school endeavours to prepare its boys for the future. The ethos of the school is to embrace the concepts of Smart, Skilful and Kind to enable boys to grow into rounded, successful adults. The school's aims and objectives are as follows:

Rokeby School Aims and Objectives

Aim and objectives

[Above all else we aim to bring out the brilliant in each boy.](#)

[We want each of our boys to be respected as the boy he is. We want him to love learning in the way best suited to him, at the pace best suited to him. We want him to be able to find happiness and success in all that he does and to be kind to others.](#)

To help us to achieve this we have seven objectives:

1. To enable each boy to achieve his best in all areas of learning by seeking to understand him, engage him and inspire him.
2. To enable each boy to find his strengths, develop special abilities and achieve a high standard where he has a particular talent.
3. To help each boy to develop: independence in learning, self-discipline, self-motivation, self-confidence, kindness, good manners and cooperation.
4. To help each boy to develop and demonstrate respect for himself, others and his environment.
5. To help each boy to contribute positively to our society so that he can grow up into a successful and considerate citizen.
6. To create optimum learning opportunities for the boys from start to finish, enable excellent development of knowledge and skills in a stimulating curriculum.
7. To enable each boy to achieve entry to a senior school which is suited to his abilities, interests, personality and needs.

The school's development plan is built around these objectives and they are focused upon in the *Each and Every Boy Policy and Plan*.

Effective implementation:

We seek to ensure this policy is implemented effectively by the following means:

- Regular reading of the policy by all teaching staff
- Appropriate meetings as mentioned within this policy
- Performance Management of staff in line with standards (see PM policy)
- CPD of staff (see Staff Development policy)
- Line management processes
- Incentivisation of teaching staff
- Regular monitoring of lessons and written work following detailed procedures
- Outcome assessment (results and pupil tracking)