



Curriculum Policy

Member of Staff Responsible	Deputy Head (Academic)
Date of Policy	July 26
Date for review	July 28
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 to ensure there are opportunities for all to learn and make progress, 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 relationship and sex education (RSE), health education, understanding of protected characteristics and character development. Also, study skills preparation for assessments and interviews and independent learning and preparation for adult life and future careers, especially in Years 7 and 8. Also see separate Relationships Education & Relationships and Sex Education Policy.

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 consulting the ISEB syllabus as a guide for each subject, especially for Years 6 – 8, even though we are not explicitly preparing most boys for 13+ Common Entrance. 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 Upper School curriculum is planned by Heads of Department.

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 detailed within the Departmental Overviews 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 are responsible for planning their own lessons, so may have their own weekly and/or daily plans or lesson resources and use departmental lesson plans and resources.

Planning takes into account the needs of all boys, including the More Able (and High Ability boys), the Middle-Ability boys and the Lower Ability boys, boys with EAL and those with additional needs in particular subject areas, or groups of subjects. Adaptive teaching 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 Heads, Head of Middle School, Head of Lower School and Heads of Department 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, Welfare and Staffing Committee. The Departmental Overview for each subject outlines how the department works towards the school's aims and ethos, which are reviewed yearly by the Deputy Head (Academic).

Regular liaison is encouraged between Heads of Department and those responsible for curriculum development in the Lower School, to ensure continuity and progression of the curriculum. This includes the formation of the Key Strands for each subject, which will be introduced from September 2026 in the examined subjects in Year 5 and above, plus Year 3 & 4 English and maths. From September 2027, this will also include the arts and all subjects from Year 1 and above.

The School Handbook and its policies make clear the expectations on teachers and Heads of Department, as do their job specifications.

The school does not follow the EYFS curriculum requirements, although it has developed a scheme in Reception 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 for final exams in Year 8, including internal exams, Common Entrance and other senior school entrance exams. This also includes the preparation for Academic Scholarships in Year 8 for those invited to do so.

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, for example to attend a learning support session. 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. Head of Department meetings provide an opportunity to consider aspects of the curriculum which affect all subjects. This team meets at least once every term.

Specific curriculum issues and areas which require auditing or improvement are discussed at SLT level as required.

Curriculum Development and Subject Leadership

Apart from the Senior Leadership Team, all Heads of Department 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 Head of Department 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 Heads of Department to discuss and review progress in the department on a regular basis.

Areas of experience (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
Greek, which may be optional (Years 7-8 only)
Reasoning (Years 5-6 only)
Religious Studies

Non-examined subjects:

Art and Design
Design Technology
Drama
Information and Communications Technology
Music
Personal, Social, Health and Economic
Physical Education
Sports (Games)
Future Skills (Year 7 only)

Study skills sessions are also incorporated in the curriculum when needed 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 (including fortnightly year group meetings for Years 3 and above). 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, Progress meetings, Learning Support Management meetings, Boys personal development meetings and Pastoral meetings take place throughout the 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, on rare occasions, 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. The School aims to develop in all its pupils the values, skills and behaviours they need to get on in life. 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. Older pupils will also start to learn about how they can engage with a wide range of members of society.

Special Educational 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 need. 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, first by quality first approaches, or by way of referral to the school's Learning Support Coordinator, following the graduated response system. 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. More information can be found in the Learning Support Policy.

English as an Additional 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 and pays particular regard to the protected characteristics set out in the 2010 Act (a). 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 PSHE programme and Religious Studies / Philosophy, Theology and Religion addresses many areas. (See the *Spiritual, Moral, Social and Cultural Development Policy*). The PSHE programme is managed by a subject coordinator who works alongside the DH (Pastoral) and phase leaders to ensure an up to date and dynamic curriculum.

The 'health' part of the School's PSHE includes education on both physical and mental health. In addition, the school offers a mindfulness programme. (See Pastoral Care and Welfare Policy Part 2 for information on how the School manages mental health concerns.). Older boys may also receive first aid training, which is regularly a part of the Year 8 Valedictory Programme.

The School's PSHE programme encourages respect for other people, with particular regard to the protected characteristics listed under the Equality Act (2010). Pupils

receive age appropriate education on respect for all of the protected characteristics, namely:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Relationships and Sex Education (RSE)

See separate policy for full details. We aim to provide an age appropriate curriculum which educates the boys in all areas of building positive relationships with others, equipping them with skills to deal with personal change and growth and be able to make responsible decisions. In the older years, sex and health education is delivered in both Science and PSHE lessons within the context of family life and relationships. The curriculum meets all current statutory requirements and is reviewed annually.

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. Cross-curricular links are outlined in the Departmental Overviews and on schemes of work.

Careers Education 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 6, 7 and 8 will be given guidance by way of Form discussions, PSHE and Spiritual, Moral and Social education, as well as using media such as Drama and the debating society (Athenaeum) and assemblies. We consider the Gatsby Benchmarks of Good Careers Guidance in our planning. Talks are given by adults on various careers to the older boys, as well as trips to other places of work; 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. As well as this, there are occasional whole-school careers events, which may focus on a particular career area. An example of this is the 'Medical Mavericks' day in May 2026 for Years 2 – 8.

Any guidance is given in an impartial manner, is designed to help the boys make informed choices about a broad range of options open to them 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'.

More information can be found in the Careers Education Policy.

Resources

In order to provide the best possible learning opportunities, teachers, including Heads of Department, 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 five objectives:

1. To help each boy to develop strong cognitive skills (thinking and intellectual) and a good attitude towards learning.
2. To help each boy to develop excellent personal skills, including self-awareness, self-motivation and self-regulation, so that he can be confident, resilient and positive in all situations.
3. To help each boy to develop excellent interpersonal/social skills so that he can learn to collaborate, be empathetic, assertive and respectful and to communicate successfully.
4. To help each boy to contribute positively to our society and environment so that he can grow up into a successful and considerate citizen.
5. To help him 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)