



# Ripley Court School

## 2a Curriculum Policy

The majority of the detail on curriculum is contained in individual departmental policies.

### General policy

1. The school intends to deliver full-time supervised education to pupils of pre-school (Foundation Stage) age (rising 3 years) and then to children of compulsory school age (rising 5 to 13+ years).
2. The intention is to provide a broad educational experience, specifically ensuring that children develop and gain experience in the following areas for the EYFS:
  - a. Personal, Social and Emotional Development
  - b. Communication, Language and Literacy
  - c. Problem-solving, reasoning and numeracy
  - d. Knowledge and understanding of the world
  - e. Physical development
  - f. Creative development
3. The intention is to provide a broad educational experience, specifically ensuring that children develop and gain experience in the following areas post EYFS:
  - a. Linguistic
  - b. Mathematical
  - c. Scientific
  - d. Human and social understanding
  - e. Technological
  - f. Physical
  - g. Aesthetic and
  - h. Creative
4. The implemented curriculum shall:
  - a. Be appropriate to the ages and abilities of the children.
  - b. Enable children to acquire skills in listening, speaking, literacy and numeracy.
  - c. Promote knowledge of personal, social and health issues.
  - d. Ensure all pupils have the opportunity to learn and make progress.
  - e. Prepare children for entry into their senior schools.
  - f. As befits their age, prepare children for the responsibilities, opportunities and experiences of adult life.
  - g. To assist pupils with additional needs where possible. Up to two lessons of withdrawal for tuition, or some group work, with a qualified specialist teacher is provided (at an extra charge).
  - h. Integrate the PSHE curriculum (see separate policy for details) fully across the curriculum, so that it is not just taught, but lived. Ultimately, to prepare them also for the more difficult choices, over issues such as drugs, alcohol, smoking and sex and relationships.
  - i. Ultimately prepare the children for future life, for senior school examination, and enable them to understand themselves, their own strengths and weaknesses, career guidance and how the world works.

**Departmental policies**

Such policies shall be as succinct as possible but as thorough as necessary to indicate planning down to but not including actual lesson plans. The Director of Studies has direct responsibility for the production and implementation of these policies. They must contain:

1. An introduction to the subject and a general rationale for its inclusion on the curriculum.
2. General aims for the course, including desired outcomes and how these will be ascertained (for example CE passes etc).
3. How the subject fits in with other subjects and cross-curricular links if relevant.
4. Staff skills and requirements and how the subject is managed.
5. Resources available and intended.
6. Health and safety, including advice on possibly hazardous issues in the delivery of the subject.
7. How assessment will occur.
8. Required recording.
9. How assessment and recording will be used to improve the department's and the pupils' performance.
10. Schemes of work for the section, including links with the Pre-prep and the use of ICT.
11. Reporting requirements to the Director of Studies and to the parents.