



**RIPLEY
COURT**
School

Curriculum Policy

1. Overview

1.1. The curriculum at Ripley Court School (the School) is broad and balanced, and gives pupils experience in linguistic, mathematical, scientific, technological, human, social, physical, and aesthetic and creative education, meeting the needs of all. The School is aware of the need for the curriculum to be accessible to all students and considers the ages, aptitudes and needs of all pupils, including those pupils with an EHCP (Educational, Health & Care Plan) and will make all necessary reasonable adjustments to ensure all pupils can access it.

2. Ethos

2.1. At Ripley Court, staff share a desire to find and recognise individual talents. The School offers equal opportunities for all and seeks to promote the best outcomes in every pupil. Through the balanced curriculum, pupils develop resilience and independent thinking skills as well as the ability to problem solve.

3. Aims

- To offer an academic culture, with high expectations and a rigorous, differentiated curriculum.
- To promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The School motto 'Non nobis solum' "not for ourselves alone" supports this.
- That teaching will not discriminate against pupils on the basis of protected characteristics¹ or a special educational need.
- That pupils acquire speaking, listening, literacy and numeracy skills through the curriculum.
- To support each pupil to achieve their full academic potential, by adding as much value as possible to what they know and can do in a multiplicity of academic scenarios. To always challenge and extend them through a rigorous grounding in academic skills.
- To provide a curriculum that is broad and balanced, flexible, and responsive to change. It is subject to continuous assessment and review, allowing our pupils the opportunity to learn and make progress
- To ensure that whilst there is a logical progression from year to year, and key stage to key stage, students joining the School at any time will be able to integrate, comfortably, into the academic culture.
- To remain conscious of the National Curriculum and recognise that an awareness of it needs to inform the academic life of the School so as to enable students from maintained

¹ Protected Characteristics as covered by the Equality Act 2010 (age, sex, race, religion, belief, disability and gender reassignment)

sector schools to make a seamless transition to Ripley Court School. Subject syllabuses start in parallel with it but often go beyond its bounds and limitations.

- To teach a curriculum which supports, enriches and extends pupils.

3.1. The curriculum is underpinned by our ethos and core values. These are:

Perseverance	Aspiration	Curiosity	Kindness
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3.2. These values are promoted through:

- Flexible, high-quality teaching based on the individual needs and abilities of all students.
- Ensuring creativity of thought is utilised in all areas of the curriculum and wider school life.
- Emphasising emotional and mental wellbeing in all members of the Ripley Court community.
- Stimulating extracurricular, scholarship and enrichment opportunities.

4. Ripley Court School Curriculum Philosophy

- To encourage pupils to achieve the best possible results whilst developing a love of learning for its own sake.
- Apart from Phonics in Reception to Year 2, English in Year 3 and 4, and Mathematics in Years 3 to 6, which are usually taught in ability related sets, all academic teaching groups are of mixed ability.
- To tailor all classes for the maximum educational benefit of the pupils they comprise and differ within and between subjects.
- To aim to provide the best possible all-round primary school education for each individual pupil in preparing them for the opportunities, responsibilities and experiences of life in British society.
- To prepare pupils for the next stage of their education.
- To ensure that the transfer at 11+ is as seamless and straightforward as possible.
- Through the specified curriculum and co-curricular activities offered, to provide a broad and enriching experience by ensuring able pupils are challenged and support those requiring further assistance with their learning and by setting achievable goals for all.
- To reflect on teaching practice in all subjects. This best practice may include traditional methods for laying foundations, innovative ways of increasing knowledge and/or relevant aspects of both, to enhance the pupil's learning. To this end, teachers should be guided by the Heads of Department and always willing to learn from each other, responding if the tried and trusted methods are no longer appropriate or need revision and be willing to employ new techniques of proven worth. Peer Observations ensure that teachers remain reflective practitioners.

4.1. All of the above is achieved in a challenging, yet nurturing and safe environment in which the School sets and accepts only the highest standards of behaviour and attitudes to study.

5. Learning Opportunities

5.1. To support the aims above Ripley Court School seeks to create opportunities for:

Attentive and focused independent working	Being curious – asking questions
Collaborative working	Investigation and problem solving
Imagination and creativity	Whole class projects
Critical thinking	Using digital technology
Discussion and debate	Fieldwork and educational visits
Research	Reflection and self-evaluations
Designing and testing ideas	Risk taking

6. Curriculum Detail

6.1. Ripley Court School follows the Jigsaw PSHE programme from Reception to Year 6. In Little Court, pupils have one PSHE lesson each week that is led by their form teacher. In Year 3 to 6, pupils have two sessions dedicated to PSHE (one lesson and one form time) which are led by the Form Teacher or an Upper Court teacher.

6.2. The Jigsaw programme teaches children and young people emotional literacy, social and lifelong skills, RSE and resilience in an age-appropriate manner. Jigsaw provides a consistent whole school approach with clear progression, structure, and an integrated assessment process to track pupil progress.

6.3. Jigsaw nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. Over the year, all pupils cover six units of work: Being Me in My World, Celebrating Differences. Dreams and Goals, Healthy Me, Relationships and Changing Me. At Ripley Court, the Changing Me unit of work is adapted to suit the needs of our cohort of pupils.

6.4. Detailed curriculum overviews are shared with parents at the start of each academic year.

7. Little Court (EYFS - Year 2)

7.1. In Little Court, pupils are mainly taught by their class teachers with the support of classroom assistants across the year groups. Specialist teachers teach PE, Swimming, Games, Music and French. From Year 2, pupils have specialist teaching in Art and Food Technology. The curriculum for Nursery and Reception is rooted in the principles of the Early Years Foundation Stage, with guidance from non-statutory documentation (Development Matters). The carefully planned curriculum helps children to achieve the ELG's (Early Learning Goals) at the end of EYFS.

7.2. In Year 1 and 2, planning for teaching and learning is linked to the National Curriculum Programmes of Study for Mathematics and English. Under the guidance of each subject Head of Department, year groups plan together to differentiate for the needs of the children. A thematic, cross curricular approach is taken to deliver lessons from Year 1. Weekly spelling and maths homework are also set for the Year 2 children. There are also carefully planned visits and trips to support the children's learning.

7.3. Across Little Court, daily phonics sessions take place. Phonics teaching takes place in groups based on ability from Reception to Year 2. Within these, children are listened to whilst they read. Ripley Court follows the Read, Write, Inc phonics scheme.

8. Upper Court (Years 3 – 6)

Year 3 – 4

8.1. In Years 3 and 4, many lessons are still taught by the class teacher with some interchange for English and Maths which is set. Specialist teaching is extended to include PE, Swimming, French, Music, Drama, Food Technology, Art and Games.

8.2. Learning is based on the National Curriculum with due regard given to literacy and numeracy ensuring that the schemes of work are age appropriate and accessible to all pupils. Teachers are encouraged to use planning sequences from The Literary Curriculum and White Rose Maths. Pupils are expected to read daily, both independently and aloud to an adult, and practise weekly spellings and multiplication tables at home.

8.3. Pupils sit internal examinations in English and Maths in the Autumn and Summer Terms.

Year 5-6

8.4. By Year 5, teaching is subject specialised. The pupils move around the school a lot more. The curriculum in Year 5 is varied and challenging. It encompasses the best features of the National Curriculum, while at the same time preparing the pupils for Senior School exams.

8.5. Special lessons focusing on online assessments are introduced; the introduction of Atom Learning online learning platform allow pupils to practice in school and at home. There are more opportunities to practice reasoning questions. Pupils are encouraged to take part in extracurricular clubs and activities.

8.6. Pupils sit internal examinations in English and Maths in the Autumn and Summer Terms.

8.7. In Year 6, pupils are taught by subject specialists. The Autumn term is dedicated to preparing and consolidating skills for Senior School assessments at 11+. Children continue to make the most of the online learning platform Atom Learning.

8.8. There are carefully planned visits and trips to support the children's learning. A valedictory programme of events is planned for the Summer term to celebrate the Year 6 learning journey coming to an end.

9. Teaching and Learning

9.1. Ripley Court recognises that pupils learn in a variety of different ways and encourages its staff to develop strategies that allow pupils to learn in ways that suit them best. Pupils are encouraged to take ownership of their learning journey and, as they grow older, to reflect on how they learn and what helps them learn.

9.2. Teachers are encouraged to be reflective practitioners; to reflect on their pupils' learning and on their teaching methods and by doing so ensuring that they are encouraging pupils to be the best versions of themselves.

10. High Quality Teaching

10.1. When the quality of teaching is good, the following will be observed:

- Well informed, planned and organised lessons.
- Good knowledge of the subject being taught.
- High expectations of work and behaviour.
- Effective strategies are used for managing behaviour and encouraging pupils to act responsibly.
- Differentiated activities, where appropriate, with resources that match children's needs.
- Good relationships between the teacher and children.
- Tasks which are challenging and give opportunities for further development.
- Appropriate questioning skills to motivate and inspire children.
- Good time management leading to well-paced lessons.
- Other adult support being appropriately deployed.
- Evidence of evaluation and assessment.
- Resources, including digital technologies, are utilised effectively and are of a good quality, quantity and range.
- Teaching that fosters in pupils, self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

11. High Quality Learning

11.1. When the quality of learning is good, the following will be observed:

- Children are on task and know the time available.
- Children are able to explain the purpose of their task.
- Children are involved in the decision-making and learning process.
- Children are aware of how to further develop their learning and improve, and what they have to do to achieve this.
- Children are displaying positive attitudes e.g. enthusiasm, pride in their work, interest.
- Children show an eagerness to move on, show enjoyment, concentrate and apply their knowledge
- Quality outcomes in the work produced.
- Evaluations and positive feedback.
- A safe, stimulating, and comfortable work environment.
- Acknowledgement of different approaches, including trial and error and learning from each other.
- Pupils are developing their self-knowledge, self-esteem and self-confidence.

- Pupils are accepting responsibility for their behaviour, showing initiative and understanding how they can contribute positively
- Pupils are self-motivated and apply intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.

12. Children with Additional Needs

- 12.1. The School makes every effort to ensure that the curriculum is accessible and available to all of its pupils and that all pupils will have the opportunity to learn and make progress. Pupils who are identified with difficulties in specific areas are monitored and tracked by the subject teacher and the SENCO, if appropriate. The SENCO carries out assessments and liaises with external agencies, if required. If adaptations are necessary, parents will be involved in the support process for their child in order to ensure their understanding and the reasoning behind any changes.
- 12.2. Some of these children will receive extra support within the classroom; others may receive one-to-one support in a quieter, more focused setting.
- 12.3. Pupils who experience difficulties with spelling may have the spelling programme adjusted and be taught in a smaller spelling group at an appropriate spelling level for their needs. Spelling can also form part of a 1:1 learning support session for increased reinforcement if needed. If a child has a special need, the School does all it can to meet these individual needs.
- 12.4. The School complies with the requirements set out in the SEND Code of Practice (2015) in providing for children with special needs. With Quality First teaching, the class teacher will provide resources and educational opportunities which meet the child's needs within the normal class organisation, with support and advice from the SENCO. However, for some pupils this provision is not sufficient. In these circumstances individualised support will be offered through TA, LSA or SENCO support, alongside specialist assessments. Daily interventions including, but not exclusively, Time to talk, Toe by Toe, Plus 1 and Power of 2 may be introduced if they are deemed appropriate. Any concerns will be discussed with the SENCO at the very first instance and, after a period of monitoring, will also be discussed with parents. We believe that partnership with parents is the best and only way to support children. Parents often raise academic or wellbeing concerns with the class teacher and SENCO. A plan of monitoring, support or assessment is put in place after in depth discussions. If after putting all reasonable adjustments in place, we believe that Ripley Court School is not the ideal environment for a child to thrive, we will have conversations with parents at the earliest opportunity and assist them in finding the best placement for the best outcome.

13. More Able, Gifted and Talented

- 13.1. Pupils who display a passion for a subject, with knowledge and skills far beyond the expectations of the most able pupils, are classified as "gifted". We also recognise "talented" pupils who show a high degree of knowledge and skill in a particular area and we seek to provide activities for children to develop their skills or talents right across the curriculum which are challenging and stimulating. In addition, More Able pupils are listed

on Form Profiles and details are provided on how they are challenged and extended in their high performing subject.

14. Enrichment Activities and Afterschool Clubs

14.1. Children are offered individual music lessons in a wide range of instruments. They are withdrawn from class or break for music lessons on a rotational basis so that they do not miss the same lesson regularly. Year 1 currently learn the violin and Year 2 learn the recorder in group music lessons. Year 3 currently learn the ukulele in group music lessons through the Ukulele Project. Year 3 to 6 all attend Upper Court Choir and pupils from Year 5 and 6 are selected via an audition process to attend Court Singers. Ballet, Tennis, and Judo are all offered as lunchtime or early morning clubs; these vary each term.

14.2. There are a range of afterschool clubs; some are provided by teachers and some taught by professional coaches. The programme alters termly, and the choices have included:

Ballet	Laser Tag	Orchestra
Tag Rugby	VPA Musical Theatre	Dodgeball
Football	Judo	Skateboarding
Little Court Disco/Disco Dancing	Rock and Pop Choir	Netball
Swimming	Athletics	Multi-sports
Bushcraft	Cricket	Mindful Colouring
Food Tech	Balloon	M:Tech
Court Singers	Little Plates Supper Club	Art Scholars
Mad Science	Coding	Tennis
Dib Dab Art	Rock Band	Chess
Rookie Lifeguard/Competitive Starts/Aquathlon		

14.3. On Friday afternoons, Upper Court take part in an Enrichment Programme which has been designed to enhance pupils' academic experience and provide engaging activities that challenge students both mentally and physically. Enrichment sessions include:

- Productions
- Forest School
- Visit to Reed's – sports, senior school preparation, product design, enterprise, spanish
- English Speaking Board
- STEM
- Life Skills

- Careers
- ECO
- STEM

15. Monitoring and Review

15.1. The overall responsibility for the curriculum lies with the Headmaster. On a day-to-day basis, the curriculum is monitored and reviewed by the Director of Studies, the Head of Little Court (including Nursery) and the Heads of Departments/Subject Leads.

16. Remote Learning Provision

16.1. The School is able to support remote learning when necessary, for example where there is a national health emergency or an individual pupil cannot attend school for a limited period due to a temporary health condition.

16.2. Where there is a need to provide remote learning, a remote education plan will be developed by the School.

17. Additional information can also be found in the following School policies:

- Academic Policy
- Accessibility Plan
- Early Years Policy
- SEN Policy
- EAL Policy.
- RSE Policy
- PSHE Policy

Compiled by: Harriet Western-Kaye (Director of Studies & Head of Maths) Updated by: Headmaster	Revision Number: 8 (Summer Term 2026)
Approved by: Education & Pastoral Committee	Next Revision date: Summer Term 2027

Revision History Table

Revision Number	Section/Paragraph number	Amendments
8 – Summer 2026	4	2 nd bullet point – add ‘usually’. Final bullet point – replace ‘Golden Tours’ with ‘Peer Observations’.
	6.1	Changes to details of lessons and teachers.
	7.1	Change to add that from Year 2 pupils receive specialist teaching in Art and Food Tech.

	8.3	New
	8.6	Replace 'in core subjects' with 'in English and Maths'
	13.1	Changes to reflect updated internal procedures
	14.1	Add reference to Year 2 learning the recorder, and amendments around arrangements for Upper Court Choir and Court Singers.
	14.2	Updated and expanded list of extra-curricular activities and clubs
	14.3	Updated list of Enrichment activities
	17	Accessibility Plan added to list