

Charitable Objects of St. Catherine's School

The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

St Catherine's Prep School Curriculum Policy



The Prep School refers to all staff and pupils in the St. Catherine's Preparatory which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1) and Prep. School (Key Stage 2).

This policy was reviewed in September 2016 and replaces the previous update of January 2013 and September 2009.

The Prep School curriculum comprises all formal academic opportunities plus the broader opportunities of subject-related activities outside the classroom.

Our aim is to deliver a curriculum which enables us to fulfil our commitment to the girls in line with the School's Aims and Ethos which are shared via the school website and in the staff handbook. The following values and skills underpin our curriculum:

Values

St Catherine's girls should appreciate and cultivate the following:

- Politeness – Courtesy to everyone always.
- Kindness
- Honesty
- Open-mindedness
- Humility
- Humour
- Diligence
- Perseverance
- Courage
- Self-confidence
- Adaptability

- Imagination
- (Intellectual) Curiosity
- Orderliness
- Awareness of, and respect for, the school community and the wider world.

Skills

St Catherine's girls are taught – and encouraged - to strive to do the following:

- Read appreciatively and thoughtfully
- Write correctly and clearly
- Speak coherently and persuasively
- Listen attentively
- Understand and apply mathematical principles intelligently
- Use IT effectively
- Cultivate a good memory
- Think through problems
- Learn from others
- Learn from past errors
- Work in a team
- Think independently and critically
- Evaluate risks and take them when necessary
- Manage time well
- Lead others confidently and sensitively

We believe that a wide range of extra-curricular opportunities, including field trips and residential visits, outside speakers and workshops offer girls the chance to further their academic and personal development outside of the classroom. We recognise that personal development translates into academic success.

Curriculum overviews for each year group are made available via the Community portal on the school website and are introduced to parents at annual Welcome Talks at the beginning of each academic year.

Our curriculum is characterised by the qualities listed below:

1. Relevance

We will provide a curriculum appropriate to the needs of the pupils at different stages of their learning. We will take into account their age, experience and aptitude, enabling them to contribute with confidence within both the school community and the outside world.

2. Breadth and balance

We present a broad and balanced curriculum which incorporates these elements of learning:

- the development of knowledge
- the understanding of concepts
- the acquisition of skills
- the ability to apply these elements in a variety of circumstances

We aim to give access to the following areas of experience – aesthetic/creative, human and social, linguistic and literary, mathematical and economic, moral and spiritual, physical, scientific and technological. All pupils (PPI-LIII) follow our Life Matters (PSHCE) curriculum which reflects the School's aims and ethos, encourages respect for other people, paying particular regard to protected characteristics set out in the Equality Act 2010. We also promote fundamental British values of democracy, the rule of law, individual liberty and mutual respect.

3. Coherence

Our curriculum will be given coherence by incorporating the different areas of learning and experience in such a way as to encourage the pupils to identify cross-curricular links and make clear associations between one idea and another.

4. Continuity and Progression

We will structure the curriculum in such a way as to allow for effective continuity and development through systematic co-ordination of key aspects within each area of study. Schemes of work will acknowledge and develop work covered in previous years.

5. Differentiation

Through our curriculum we will acknowledge the differences between children, even of the same age, by generating variation in tasks and content so that there is a balance between the need for a challenge and support. We aim to make the curriculum accessible to all of the pupils. Individual Provision Maps (IPM) are in place for pupils with specific learning needs. These are devised in consultation with teachers, pupils and parents.

In addition:

The curriculum will incorporate the National Curriculum KS1 to KS2 as a basis from Year to Year 6 and is likely to extend beyond it. The Early Years Foundation Stage follow the learning development requirements (early learning goals.) The curriculum is flexible and able to respond to changes in Government Policy related to curriculum issues.

The pupils will also be given opportunities:

- to develop and demonstrate the ability to prepare, process, present and evaluate within the disciplines of literacy, number, communication, problem solving and working with others
- to develop and apply their ICT capability where appropriate
- for the promotion of their spiritual, moral, social and cultural development in which girls are prepared for the opportunities, responsibilities and experiences in a British society

All staff share the responsibility for delivering the curriculum. The Deputy Head, Curriculum ensures coverage of all areas. It is the responsibility of each Subject Leader and Co-ordinators to ensure that appropriate schemes of work are produced and regularly updated. The process of assessment and evaluation is key to the development of a relevant and meaningful curriculum. Teachers are asked to reflect and evaluate their schemes of work at the end of each term in order to further enhance pupils' academic and personal development.

Mrs Julie Micklethwaite
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Headmistress of the Preparatory School

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