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Curriculum

Policy Statement

At Rowan Preparatory School the curriculum is rich and exciting, challenging and engaging. It is designed to stimulate pupils' curiosity, enthusiasm and imagination, promoting independent and enquiring minds through questioning and thoughtful discussion. Curriculum provision enables all pupils to have the opportunity to learn and make progress including those with special educational needs or learning difficulties, those for whom English is an additional language and the most able. The curriculum is planned to be appropriate to the age and aptitude of our pupils and to provide a solid foundation which effectively prepares them for their subsequent education and the opportunities, responsibilities and experience of adult life in British society.

Rowan Preparatory School provides full time supervised education for pupils of compulsory school age (5 to 11 years). Additionally, the school has a facility for pupils between 2 and 5 years old where the appropriate education is provided following the Early Years Framework.

Rowan Preparatory School is committed to providing opportunities for all pupils to learn and make progress in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The curriculum provision also enables pupils to acquire and develop skills in speaking, listening, literacy and numeracy. In addition, we provide a PSHE programme which reflects the school's aims and ethos and which gives pupils experience in spiritual, moral, social and cultural education. Details of this programme and how it is delivered can be found in the PSHE policy document and schemes of work. All teaching at Rowan precludes the promotion of partisan political views in the teaching of any subject, where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. The curriculum is consistent with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are made aware of protected characteristics, in an age-appropriate manner; this is through day-to-day interactions, PSHE lessons, form-time lessons and assemblies.

This policy applies to all members of our school community, including those in our EYFS setting. This document is available on our website www.rowanprepschool.co.uk and on request from the school office, in line with our Provision of Information Policy, and should be read in conjunction with the following documents: Teaching and Learning; Assessment, Recording and Reporting.

Rowan is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. Teaching does not discriminate unlawfully against pupils with disabilities. Rowan seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Procedures

Within the curriculum, each pupil is challenged to make good progress and the learning needs of each pupil, including those with specific gifts or talents and those with special educational needs (including those with an EHCP or statement of special needs, which are reviewed annually) are considered when setting up individual timetables. The majority of pupils at Rowan Preparatory School with English as an Additional Language can understand and use English well. However, carefully planned intervention is put into place to ensure those pupils that understand and speak only a little English, can access the curriculum. Subject matter is appropriate for the ages and aptitudes of the pupils, including any pupils with an EHCP or statement of special needs whose needs are reviewed annually, and if appropriate an Individual Support Plan (ISP) is established.

The curriculum at Rowan Preparatory School provides pupils with linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects as detailed below:

- The English long and medium-term plans for Key Stages 1 and 2 are based on the National Curriculum 2014 which is a mastery curriculum. They include the teaching of speaking and listening skills (including drama and public speaking), reading (decoding and comprehension skills) and writing (handwriting, spelling, grammar, punctuation and composition including creative writing and poetry). All these key literacy skills are developed in a progressive way across the school with a wide variety of methods for teaching and learning. A thorough grounding in phonics is provided through the Song of Sounds scheme in Early Years and KS1 and Nessy, a website programme, is used in Key Stage 1 and 2 to help to reinforce the spellings in a fun and individualised way.
- The long and medium term plans in KS1 and KS2 are based on the Mathematics National Curriculum 2014. The plans support a mastery approach to teaching and learning which ensures depth before breadth and allows time to build on problem solving and reasoning skills. Within each year group there is a significant amount of time devoted to developing key number concepts; this aims to develop fluency and number sense which then has a positive impact on the other aspects of maths within the primary curriculum – measure, statistics and geometry. A thorough grounding in times tables and mental arithmetic skills is provided through weekly and termly tasks and challenges. An online App, Doodlemaths, is used in Key Stage 1 and lower Key Stage 2 to help to reinforce all aspects of the maths curriculum in a fun and individualised way, at home. Atom Learning is used to reinforce the curriculum in upper Key Stage 2. Times table rockstars is used in KS2 to reinforce the teaching and learning of the times tables.
- Computing skills are developed throughout the school with safe practices incorporated into lessons. The E Safety Policy is shared with parents and Internet Awareness training is offered to parents and given to pupils on a regular basis.
- Science and Engineering and Technology are taught throughout the school. The emphasis in Early Years and Key Stage 1 is based on practical work and as the pupils progress through to Key Stage 2 the emphasis on practical work continues, alongside more formal work. A key focus of the Science Curriculum is to equip pupils with the skills necessary to enquire, observe, form hypotheses, conduct experiments and record their findings.
- French is taught from Preschool through to Year 6. A variety of resources are used, with a large emphasis on practical activities culminating in a very exciting residential trip to France, for our Year 6 pupils. The languages department also includes an introduction to Latin for Year 6 pupils, using the Minimus scheme.
- Music is taught as a specialist subject from Preschool to Year 6. Pupils in Year 1 all have lessons on either the violin or cello as part of the curriculum. Music taught within the classroom is enhanced by a host of music ensembles, choirs and the school orchestra.
- Art is taught weekly to the pupils from Year 1 to Year 6 and strives to develop the skill base and creativity, providing opportunity to experience a wide variety of genres. Art clubs at Rowan Brae and Rowan Hill supplement this aspect of the creative curriculum. Art forms part of the curriculum throughout the Early Years.
- RS and Thinking Skills are delivered through a TPR (theology, philosophy and religion) curriculum which teaches the girls about attitudes, beliefs and cultures.

- Human and Social education is incorporated into schemes of work regarding our world and how human action now and in the past has influenced events and conditions.
- Dance and Gymnastics, PE and Sport are taught by subject specialists from Preschool to Year 6. The curriculum is supported by a wide range of clubs, matches, etc. catering for pupils of all abilities. The Schemes of Work incorporate opportunities to acquire knowledge and understanding of the basic principles of fitness and health, including diet, as well as developing the pupils' physical control and co-ordination, their tactical skills and imaginative responses, and to help them self-evaluate their own performance.
- Each class in KS1 and KS2 has an allocated lesson on the timetable for Personal, Social, Health and Economic education. Further detail is contained within the PSHE policy document. Additionally, links are established within the Schemes of Work to assemblies, and many other curricular areas. PSED is recognised as a prime area of learning within the EYFS Framework and all Early Years pupils at Rowan join in with weekly circle times, assemblies and lessons to develop skills and learning in this area.
- The curriculum in KS1 often takes a holistic approach, resulting in a variety of subjects being incorporated within a theme. This often involves project-based work that is completed at school and home. The theme is often planned to run across a number of subjects, e.g. history, geography and science.
- In KS2 staff share long-term plans in advance and common themes and links are identified, where possible, so that a holistic approach can be taken.

Early Years Provision

For pupils below compulsory school age a programme of activities is provided with reference to the EYFS Framework which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills. The seven areas of learning and development are:-

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

For children whose home language is not English, reasonable opportunities are provided to develop and use their home language in play and learning, supporting their language development at home.

Each area of the Early Years curriculum is implemented through planned and purposeful play and a mix of adult led and child-initiated activity.

This document is reviewed annually by the Senior Leadership Team or as events or legislation change requires.