

## Terra Nova School Curriculum Policy

### **Policy Statement**

It is the policy of Terra Nova School to ensure that all pupils receive a broad and balanced curriculum which enables them to develop as active and competent learners equipped with the knowledge, skills and understanding that they need in order to lead fulfilling lives.

### **Aims**

As a school we aim to:

- provide every child with the highest quality educational framework and the opportunities to realise his or her full individual potential - academic, physical, creative and moral.
- develop sound work habits and attitudes to learning, whilst preparing pupils thoroughly for examinations for senior independent schools.

To a great extent Terra Nova measures its academic performance by its pupils' results in Common Entrance, 11+, 13+ and Scholarship examinations to senior independent schools. For this reason the School's academic curriculum is not governed by, or restricted to, the National Curriculum, although it is informed by it and some curriculum documentation makes reference to it where appropriate. This Curriculum Policy is supported by appropriate plans and schemes of work (SOW).

These schemes of work together provide for:

- full-time, supervised education for pupils, which gives them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- subject matter appropriate for the ages and aptitudes of pupils, including those pupils.
- with specific learning difficulties or those who are considered to be gifted or talented.
- pupils to acquire skills in speaking and listening, literacy and numeracy.
- personal, social and health education which reflects the school's aims and ethos (see PSICHE scheme of work).
- all pupils to have the opportunity to learn and make progress.

Specifically we aim:

- to enable all pupils to learn and develop their skills to the best of their ability.
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- to teach the basic skills for speaking and listening, of literacy, numeracy and information communication technology (ICT).
- to enable children to be creative and to develop their own thinking.

- to teach children about their developing world, including how their environment and society have changed over time.
- to enable children to be positive citizens in society.
- to fulfil the requirements of the ISEB and Scholarship syllabuses as appropriate.
- to teach children to have an awareness of their own moral development, and to understand right from wrong.
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### Curriculum Overview

Terra Nova School educates children aged 3 to 13. In Early Years (Nursery & Reception) and Pre-Prep (Years 1 & 2) the children are class based with one teacher specifically trained for that age group. They have the majority of their lessons with their teacher but a number of subject specialists take them for French, Music and Games. In the Junior School (Years 3 & 4) children are still class based but more of their lessons are taught by subject specialists. In the Middle School (Years 5 & 6) and Senior School (Years 7 & 8) all lessons are taught by subject specialists.

The curriculum is broad, comprising: English, Mathematics, Science, French, History, Geography, Religious Studies, Art, Design & Technology, Study Skills, Music, PSCHE, PE, Games and Swimming. ICT is taught as a discrete subject and through individual academic subjects.

The School is equipped with specialist classrooms for teaching Languages, Art, Design, ICT, Science, Music, Performing Arts, Physical Education and Swimming as well as having its own fully enclosed sports field. The School also has a Learning Resource Centre for use by children and staff. Individual classrooms are specifically allocated for a subject and will also be the Form Room for a tutor group.

### **Syllabuses and Planning**

#### **Long Term Planning**

The Curriculum is translated into plans and practice by syllabuses or frameworks. These are yearly plans written by Departments in the Prep School and by Class Teachers in the Pre-Prep School (in consultation with the Head of Pre-Prep and Nursery). These syllabuses or frameworks plan for a year group and clarify priorities for teaching and for assessment in each year.

In the Prep School the framework consists of aims, work to be covered in the year with reference, where appropriate, to Common Entrance requirements and National Curriculum (programmes of study, key objectives and attainment targets) within the Key Stage. It also takes account of the children's varied abilities and the necessity for sets to follow differentiated schemes.

In the Pre-Prep School (Year Reception to Year 2) the framework for the subjects consists of the work to be covered in the year with reference to National Curriculum requirements, which is later incorporated into topics for the year and schemes of work for the term.

Reception classes follow the Early Years Foundation Stage Curriculum which sets out the six areas of learning. The six areas of learning are delivered through topics. In each topic they cover Problem Solving, Reasoning and Numeracy (PSRN) Communication, Language and Literacy (CLL), Physical Development (PD), Creative Development (CD), Personal Social and Emotional Development (PSED) and Knowledge and Understanding of the world (KU).

### **Medium Term Planning**

The termly scheme of work is a more detailed account of topics to be covered and should be presented offering:

- learning objectives
- activities to be undertaken
- expectations of pupil learning as generic aims
- differentiation
- assessment opportunities
- opportunities for use of ICT
- potential cross-curricular links

Termly Schemes of work are moderated on a cycle through the academic year by the Director of Studies in the Prep School and the Head of Pre-Prep in YR-Y2.

### **Short Term Planning**

Teachers are expected to make their own short term weekly plans which give teaching intentions on a daily basis. Lesson plans should specify the following:

- specific learning objectives of the lesson
- pupils' tasks
- classroom organisation and management including directions for TA's
- specific differentiation for individuals and groups
- resources to be used
- prep and assessment opportunities

The Director of Studies oversees scrutiny of work in all subjects across the Prep school and the Head of Pre-Prep oversees work in the Pre-Prep area of the school.

## **Staffing and Resources**

The role of the Head of Department and Head of Pre-Prep and Nursery is to: provide a strategic lead and direction for their subject (s).

- support and offer advice to colleagues on issues related to their subject.
- monitor pupil progress within their area.
- provide and oversee marking and assessment policies.
- provide efficient resource management for their subject.
- keep up to date with developments in their subject, at both national and local level.
- review the way the subject is taught in the school and plan for improvement.

## **Monitoring and Review**

The teaching staff as a whole are responsible for the development of the curriculum. The Head of Pre-Prep and Nursery and Director of Studies are responsible for overseeing this process.

The full copy of the School's Academic Policies can be found in the School Office, Website or on the School Network.

Assessment, Recording and Reporting Policy  
Marking Policy  
Presentation Policy