

# CURRICULUM POLICY

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## **INTRODUCTION**

Our aim is to fulfil the potential of each child in our care. The foundation of a good education is to learn how to learn.

## **Mission Statement**

Our mission is to foster the development of the whole child by providing an intellectually rich and challenging curriculum in a safe, caring and joyous environment. All our activities are carried out in an atmosphere of respect for the child and respect for one another. We strive to promote academic excellence, individuality, interdependence, imagination, creativity, inner discipline and self-esteem. We welcome and honour cultural, ethnic, religious and economic diversity and we are committed to promoting peace, conflict resolution and global awareness. Parental involvement is important in all aspects of the school's operation; thus, we work to cultivate a genuine sense of extended family and community.

## **A Broad Curriculum**

In its most narrow definition, our remit is to prepare our pupils thoroughly for the academic entrance examinations of their chosen senior school. We believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them. We regard these school years as forming the base on which our pupils will build their future education and we therefore aim to give our pupils as broad an education as possible during their time with us. Our course of study encompasses the full substance of the National (traditional) Curriculum and goes beyond, to teach students to think and question, do their own research, express themselves well in writing and speech and to put their knowledge to practical application.

Our course of study is an integrated thematic approach that ties the separate disciplines of the curriculum together into studies of the physical universe, the world of nature, and the human experience. The Montessori course of study is an inclined spiral plane of integrated studies differing from the traditional model in which the curriculum is divided into separate subjects, with given topics considered only once at a given grade level. Our lessons are introduced simply and concretely in the early years and revisited several times during the following years at increasing degrees of abstraction and complexity.

The following is a brief overview of our core curriculum in the areas of language, mathematics, cultural arts, history, geography, botany and zoology. The pupils' spiritual, moral, social and cultural development is also given strong emphasis.

Whilst there are general age related expectations as to where a child should be in the curriculum, every child is individual and our students progress at their own pace, so it is not really appropriate to divide the curriculum up into year levels.

## **Aims of the curriculum**

At St Andrew's Montessori School we undertake to:

- Have high expectations of the children and ourselves
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Prepare pupils to the standards and style of entrance examinations to senior schools suited to their abilities and temperament
- Develop confident, disciplined and enquiring learners who are able to make informed choices
- Foster a love of learning
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- Facilitate considerate and positive relationships between all members of the school community
- Ensure equal opportunities in relation to gender, race, class, special needs, and belief
- Value and respect all cultures
- Provide a safe, happy work place
- Promote a thoughtful attitude towards the immediate and wider environment.

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## ***The Lower School***

### ***EYFS***

The Early Years Foundation Stage, which underpins the curriculum in St Andrew's Montessori School is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this key Stage is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework'. Under the guiding theme of Learning and Development there are six clear areas of learning:

- Personal, Social and Emotional Development
- Communication, Language and Literacy
- Problem solving, Reasoning and Numeracy
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

All areas of learning are of equal importance and are delivered in conjunction with each other. The development of each child is recorded through the use of assessment scales which provide an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made. With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively. An individual assessment is made for each child in order to ascertain stages of development, strengths and needs. Careful and flexible planning between all the staff in contact with the children ensure a wide, varied and effective curriculum is delivered.

## ***The Upper School***

Key Stage 1 of the National Curriculum begins formally in Year 1. Teachers are responsible for teaching all areas of the curriculum. The syllabus for each academic subject is planned in accordance with the National Curriculum. In Years 3 to 5 the syllabus content and skills taught in Mathematics, English, ICT, Science, History and Geography are broadly in line with the National Curriculum. The National Literacy and Numeracy Strategies are key resources. French and RE follow their own syllabuses. Throughout the School PSHE and Citizenship is an integral part of the curriculum. It is not taught in isolation and is the responsibility of all staff that come into contact with the children. The syllabus is delivered through subject teaching, circle time, assemblies, charity/community involvement, outings, class roles and responsibilities. In addition, discrete lessons are provided to cover personal safety, sex education and drugs education.

## ***Trips and outings***

All classes are expected to go on outings to complement areas of the curriculum and full use is made of the local facilities of museums, art galleries, theatres, historical sites and sites of scientific interest.

## ***Homework***

St Andrew's Montessori School has a policy for homework which is made clear to all pupils.

## ***Special Educational Needs***

St Andrew's Montessori School has a part-time trained SENCo (Special Educational Needs Co-ordinator). Her role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate any extra help that may be required and to offer support to individual pupils.

We identify and meet the needs of able and talented children. We work closely with specialists and professional agencies to ensure that the needs of individual children are met.

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## ***Assessment and reporting***

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and monitor how effective the teaching and the curriculum is. Reports to parents give clear accurate and useful information on their children's progress.

## ***Equal Opportunities***

We believe all pupils in the school should have equal opportunities and equal access to the curriculum.

## ***Staff development***

In-service training is provided in order to update and improve standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

## ***Core Values and Programme Goals***

- Respect for the child
- Respect for one another
- Nurturing and caring
- Individuality and interdependence
- Imagination and creativity
- Problem solving
- Responsibility
- Effective communication skills
- Freedom within limits
- Development of concentration
- Inner discipline
- Self-esteem
- Care of one's self
- Grace and courtesy
- Love of work
- Hands-on learning
- Cooperative learning
- Multi-age groups
- Teachers as facilitators/directors
- Academic excellence
- Peace education
- Honouring cultural diversity
- Global awareness
- Cultivating long term relationships
- Parents as partners

These values define this community. They are the goals and measures.