
Strathearn Preparatory Department
CURRICULUM, TEACHING and LEARNING POLICY



STRATHEARN PREPARATORY DEPARTMENT
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Principles

We are committed to the education of the 'whole' child - as a unique individual with her own gifts, aptitudes and abilities - and also as a member of the school community.

We aim to make each child feel that she is an important individual who has an important place and role to play in the school.

Every pupil is encouraged to do her best, take a pride in all her achievements and always to be aware of other people whose ideals may differ.

Our aim is to establish and develop a safe, happy, stable and stimulating environment conducive to effective learning and to optimum progress and development of all pupils

The School's Curriculum contains the following 6 Areas of Learning:-

- Language and Literacy (Talking & Listening, Reading and Writing).
- Mathematics and Numeracy (development of mathematical concepts and numeracy across the curriculum).
- The Arts (Art and Design, Drama, Music).
- The World Around Us (knowledge, skills and understanding in Geography, History and Science & Technology).
- Personal Development and Mutual Understanding (emotional development, social skills, learning to learn, health, relationships and sexuality education and mutual understanding in the local and global community).
- Physical Education

Through active learning opportunities in these areas our pupils will also develop Cross Curricular Skills (Communication, Using Mathematics and Using ICT) and Thinking Skills and Personal Capabilities.

The school curriculum is, therefore, broadly based with a wide range of experiences presented through a child centred approach.

A full programme of extra-curricular activities supports and contributes to learning and development.

Aims and Objectives

Through the curriculum our pupils will be helped to:-

- Develop lively, enquiring minds, imagination and the ability to question and argue rationally.
- Set personal standards of achievement.
- Express themselves creatively through language, movement, art and music.
- Communicate clearly, effectively and confidently both orally and in writing.
- Learn how to acquire and record information.
- Acquire skills, attitudes, concepts and knowledge relevant to their future lives in a fast changing world.
- Learn how to apply computational skills with speed, accuracy and understanding.
- Use language and number effectively.
- Acquire a good general knowledge of their local environment - historical, geographical, natural, economic and social.
- Understand the world in which they live and the interdependence of individuals, groups and nations.
- Develop self-confidence, self-respect, independence, self-motivation and obtain satisfaction and personal fulfilment at each stage of development.
- Develop personal, moral & spiritual values and respect for others – learning to live and work together amicably and with a sense of social responsibility.
- Participate in a wide range of physical activities at both group and individual level and develop good habits of health which will enrich them throughout their lives.

The Organisation and Planning of Teaching and Learning

To achieve these aims our curriculum is planned to ensure equality of opportunity and access for all.

We have high expectations and aim to provide suitably challenging opportunities for all pupils to participate fully, effectively and with achievement.

Our curriculum is progressive, building in a structured way on what has already been learned. Teaching approaches are planned to take into consideration different learning styles and organised to provide a varied grouping arrangement appropriate to needs.

We view the education of the children as a partnership between home and school, Parent and Teacher, and it is an important part of the effectiveness of the teaching and learning

process that the child values and understands this partnership and relationship. We aim to build positive links with parents to reinforce this.

We keep parents informed of teaching, learning and progress. **Parent-Teacher consultations** regarding pupil progress are encouraged and formally organised twice per year. Parents can consult and discuss aspects of their child's education and progress at any time by arrangement. Pupils' progress is continuously assessed and **written progress reports** are issued to parents in January and June.

We strive to establish and maintain good lines of communication at all levels, covering all aspects of school life including curricular areas and assessment.

Homework helps the child to develop independence, keeps parents informed regarding her progress and reinforces this important link between home and school.

Management of the Curriculum

All members of staff fully participate in the planning and design of the curriculum and meet with subject/area co-ordinators to ensure that all programmes have appropriate content, progression and continuity.

Teachers meet regularly in Key Stage groupings.

Subject co-ordinators and the Senior Leadership Team provide a strategic lead, monitor programme content, continuity and pupil progress, provide support and advice to colleagues and source & manage resources.

The HOD reports regularly to the principal on matters relating to the Curriculum, its development and assessment.

We have an assertive discipline approach – with an emphasis on the reinforcement of **positive behaviour** through our detailed Positive Behaviour Policy. Learning self-discipline is an important part of education for life and we believe in mutual respect between teachers and pupils, and the development of a caring and secure environment.

B Mawhinney

Policy Review

This policy will be kept under review and amended, after consultation, as appropriate.