



Curriculum (Teaching & Learning) policy

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1. Policy Intent

The purpose of this policy document is to define the principles and aims of the curriculum to support teaching and learning at Melrose and The Ladies' College Pre-School Department and to provide a framework which:

- Promotes consistency in school planning and school practice.
- Facilitates development and change.
- Informs new staff, pupils, parents, governors and the wider community.
- This policy should be viewed in conjunction with the Communication, SEND & Highly Able, EYFS, Differentiation and Homework policies.

The Ladies' College Values, Vision and Aims:

Our Values:

Integrity, bravery and kindness

Our Vision:

Shaped by our values, we empower our community to do what is right come what may. Fais ce que dois adviene que pourra.

Our Aims:

To enable our girls to:

- Access an ambitious environment and curriculum that prepares them for a rapidly changing world
- Realise the power and value of their voice
- Value inclusion, authenticity and kindness
- Contribute to a culture of joy, play and exploration in which they can experiment, connect and learn

At Melrose, we are dedicated to offering a nurturing and compassionate learning environment rooted in Christian values and effective teaching methodologies, with the primary goal of enabling every student to reach their full potential. Our commitment to rigorous academic standards, coupled with comprehensive readiness for future education and life, is deeply grounded in a culture of empathy, compassion, and a keen awareness of the rights and duties of being a responsible global citizen.

Our broad and varied curriculum is designed to nurture self-confidence in all our girls whilst developing their personalities, instilling lifelong passions, and cultivating a sense of serving their community. It aims to offer a well-rounded education that caters to students of all abilities and spans across the age group 2-11, giving them the opportunity to take ownership of their learning and, as a result, their progress.

2. Melrose Mindset

The Melrose Mindset is the school's overarching framework which fosters a holistic approach to pupils' learning and development. It underpins the delivery of the curriculum, We use this framework to focus on skills, knowledge and character. The core areas are as follows:

Curiosity, Resilience, Collaboration, Initiative, Risk Taking, Reflective

These strands are interwoven into teachers' planning, pupils' lessons and permeate the learning culture.

3. Aims:

- a. To contribute effectively to pupils' intellectual, physical and personal attainment and development.
- b. To be appropriate for the age, ability, gender and ethnic background of all pupils.
- c. To prepare the pupils for the next stage in their education as well as their later lives in an unpredictable, changing world.
- d. To provide a suitable and effective learning environment for those pupils requiring special provision, including very able pupils and those with any form of learning difficulty.
- e. To provide an equality of opportunity for all pupils to learn and progress.
- f. To provide access to a wide range of extracurricular activities for the purpose of enrichment.
- g. To foster an environment where each pupil becomes independent and takes responsibility for their learning.

4. Breadth of the Curriculum

The curriculum offered aims to provide a wide range of opportunities to promote effective learning and personal growth. Schemes of work are in place for all subject areas and year groups. The school's curriculum aims to provide all pupils of compulsory school age with an experience in the following areas:

- a. Linguistic
- b. Mathematical
- c. Scientific
- d. Technological
- e. Human and social
- f. Physical
- g. Aesthetic and creative

Our co-curricular programme allows pupils to be exposed to a range of activities, skills and experiences beyond what is learnt during timetabled lessons.

5. Linguistic

We aim to develop the ability of pupils to communicate effectively, increasing their command of language through listening, speaking, reading and writing. These aims apply essentially to the teaching of English. However, they also apply to the teaching of other languages such as French, taught as a timetabled lesson from Peas, and Spanish, taught as a co-curricular option from Junior Remove.

6. Mathematical

As a core subject Mathematics is taught throughout the school. We aim to develop a knowledge and understanding of mathematical principles by using a variety of teaching methods including practical activities, exploration and discussion.

7. Scientific

Science is a core subject throughout the school, and the curriculum aims to increase pupils' knowledge and understanding of nature, materials and forces. It also aims to develop those skills associated with science as a process of enquiry through observation, forming hypotheses, conducting experiments and recording findings.

8. Technological

Pupils are taught in timetabled lessons how to use information and communication technology (IT) from Lower Prep up to the end of Form III, and these skills are refined through practice across a wide range of subjects. Pupils are instructed in the tools and techniques which allow them to develop skills to enable them to be successful in the future. The pupils have access to technology within co-curricular clubs too e.g. Animation Club, Touch Typing and VR club.

9. Human and Social

Through the teaching principally of Geography, History and RE (Religious Education), Melrose pupils focus on people and their environment, and look at how human action has influenced, and can influence, events and conditions. Pupils gain knowledge and understanding of the world around them, past, present and future. These subjects are taught throughout the school.

10. Physical

The aim is to develop pupils' physical abilities in a safe and supportive environment. We strive to instil a lifelong passion for sports, promoting a healthy lifestyle that encompasses both mental and physical health. Physical Education curriculum involves a range of individual, team and competitive activities that caters for individual pupils' needs and abilities. Physical skills

are developed, and a love of sport is enthusiastically promoted. Pupils in Junior Remove to Form III have the opportunity to take part in a variety of sports including netball, hockey, handball, gymnastics, badminton, dance, tag rugby, tennis, athletics, cricket, swimming and health related fitness within their PE lessons, curriculum enrichment and co-curricular clubs. From Form II pupils play competitive matches against other schools in a number of different sports. Peas and Beans have the opportunity to participate in music and movement, yoga, acro and ballet. Lower Prep to Upper Prep participate in invasion games, dance, gymnastics, striking and fielding, ball skills, throwing and catching and athletics. Lower Prep to Form III have the opportunity to take part in Forest School/Outdoor Learning sessions on a regular basis during the year.

11. Aesthetic and Creative

All subjects taught at Melrose can contribute to the aesthetic and creative talents within the individual. However, through the teaching of Art, Drama, Music and English Literature, pupils enjoy particularly enriching aesthetic and creative opportunities. Art is taught throughout the school and the pupils are able to exhibit their work in the Activity Room and other display boards around the school. Drama is taught as a separate subject from Junior Remove to Form III as well as being an important component of the English curriculum throughout the school. There is an opportunity for all pupils in the school to be part of a production during the year.

Music is taught as a separate lesson throughout the school. Pupils may be part of many music groups including the choir and various ensembles (e.g. handbells). Pupils are able to perform as individuals or groups in concerts for parents and pupils, as well as the school Carol Service, Eisteddfod and end of year celebrations. Pupils may be involved in performing in assemblies throughout the school year.

12. Personal Development

The curriculum contributes to the pupils' personal development. Most subjects offer opportunities to explore issues that affect the personal growth and development of pupils.

A programme of PSHE is delivered from Lower Prep through to Form III (see PSHE scheme of work) and has been devised with the school aims and ethos in mind. From Lower Prep to Form III this subject covers health and wellbeing, relationships and living in the wider world: economic wellbeing and being a responsible citizen. This subject is seen as vital, and is designed to target important issues which such as friendships, personal health and getting on with each other. Lessons will also target issues as the need arises.

13. Size of the teaching groups

The curriculum is organised so that teaching groups are small in number. From Lower Prep to Upper Prep the class size is no more than 20 pupils with an LSA to support each class. From Junior Remove to Form III the class size is no more than 24 pupils with LSA support in Mathematics and English as a minimum.

14. Setting and Streaming

Streaming takes place in two Mathematics lessons a week and in all Guided Reading, Writing and Spelling lessons (Years 3 – 6) so that pupils of differing abilities can receive the appropriate levels of teaching.

15. Teaching Week

The teaching week is designed around a single teaching week cycle of the following hours:

- Prep (Lower Prep): 5 days, 4 hours 30 minutes of supervised teaching time per day
- Prep (Middle Prep to Upper Prep): 5 days, 4 hours 40 minutes of supervised teaching time per day
- Juniors (Junior Remove to Form III): 5 days, 5 hours 25 minutes of supervised teaching per day (including PE)

16. Progression and continuity

The teaching at Melrose prepares pupils for progression to the Senior School, as well as giving them the opportunities, responsibilities and experiences that will give them the skills and knowledge for their future life. Each subject area does broadly follow national curriculum guidelines (and beyond) in order to provide progression through the key stages. In addition, and to allow for efficient progression, pupils are taught the majority of core curriculum subjects by their form teacher.

17. SEND & Highly Able policy

In terms of content and organisation the curriculum takes account of the needs of those pupils requiring special provision. Please refer to SEND and Highly Able Policy.

18. Extension and Enrichment

The curriculum takes account of the needs of those pupils considered more able, ensuring that they develop their knowledge, skills and understanding in order to reach their potential. Please refer to SEND and Highly Able Policy.

19. British Values

All pupils receive a programme of education that will support their academic, personal, spiritual, moral, social and cultural development. This enables them to enjoy their talents to the full, develop wider interests, encourage respect and tolerance towards others (with particular regard to age, disability, gender, race, sexual orientation, religion and beliefs) and prepare them to make the most of the opportunities and experiences of adult life in British society. The curriculum is designed to promote the fundamental British values of individual liberties, tolerance of those from different faiths or with different beliefs, and democracy.

20. Diversity

The curriculum includes meaningful, balanced representation of people from ethnic minority backgrounds. We are continually improving the curriculum to ensure people from ethnic

minority backgrounds and cultures are represented so that the school delivers a curriculum that usualises and commemorates diversity.

Appendix 1 – Sample Foundation Stage Timetable

	8.40-8.55	8.55-9.15	9.20-9.45	9.50-10.10	10.10-10.30	10.30-10.40	10.40-11.30	11.30-11.45	11.45-12.50	1.00-1.15	1.15-2.10	2.15-2.45	After School
MONDAY			SWIMMING		BREAK 10.40-11.00		PHONICS - consolidate all Set 2 – Phonics assessment JLR - Change books WOODWORK- DT		Lunch		SNAILS- In the style of Matisse LIBRARY – RT ALC – Musical Mondays 1.30 – 2.30	STORY TIME	Dept. Meeting Staff Meeting:
TUESDAY		Literacy: Snail facts to add to Files WALT: I can recognise fiction and non fiction books JLR – Phonics assessments		Break	Go Noodle	PHONICS X2 JLR – Busy books DT consolidate sounds & HA	Continue with Literacy Minibeast songs/stories and poems for files		Lunch Change 12.50 PE kit	1 – 1.25 PE	1.30 – 2.00 Ballet 2.05- 2.30 FRENCH	STORY TIME	
WEDNESDAY		MATHS Collins Busy Bee Continuous Provision- Snail Numicon challenge (Mrs Le Ray – BAM – Teen Numbers group DT: Counting in 2's - Noah's ark animals WALT: I can say and use numbers 11+ DT SLT – 09.50		Break	Go Noodle	PHONICS x 3 JLR – Group1 RT – Group2 DT – Group3	MATHS Collins Busy Bee Continuous Provision continued		Lunch		Welly Boot Wednesdays – LD – 1.00-2.30 Child choice Books	STORY TIME	Library Club
THURSDAY		WOW Assembly Freya L-M Student - Observation Supporting speech and Language JLR – Phonics assessments		Break	Go Noodle	PHONICS x 3 JLR – Group1 RT – Group2 DT – Group3	PSE – Circle time - Transition		Lunch		DT– Outdoor learning Group to sew the wildlife meadow at LC WALT: I can use a range of construction equipment with safety	STORY TIME	
FRIDAY		Funky Fingers Guided reading All groups – JLR DT -handwriting WALT: To share a GR book using phonetic knowledge to decode words Continuous Provision		Break	Go Noodle	Continuous provision Mrs LR – Word lists			Lunch	1.00- 1.25 PE – DT NO HALL	Continuous Provision GOLDEN TIME	STORY TIME	

Appendix 2 - Sample Prep Department Timetable

	8.40-8.55	8.55-9.15	9.20-9.45	9.50-10.10	10.10-10.30	10.30-11.00	11.00-11.45	11.45-12.50	1.00-1.30	1.30-2.00	2.00-2.30	2.40-2.55	After School
MONDAY	Registration Weekend News		Swimming		Phonics /Spelling gs: Break		Literacy/Challenges:	Lunch		Topic/Challenges	PHSE:	STORY TIME	Dept. Meeting Staff Meeting
TUESDAY	Nessy Maths 1:1 DA		Maths/Challenges: (see separate plan)	Whole school Assembly	Break	Literacy:	11.00 am Guided Reading/Nessy AF DLD DA	Lunch- come in early to change	French (CJA)	Music:	PE (PLA) 2.00- 2.30	STORY TIME	
WEDNESDAY	Handwriting		Literacy/Challenges:	Singing	Break (Duty)	Maths/Challenges: (see separate plan)	Maths 1:1 DA	Lunch	Phonics/Spellings	Science:		STORY TIME	
THURSDAY	Espresso News		Comprehension (RdIF)	Whole School Assembly	Break	Maths: (see separate plan)	11.00 am Guided Reading/Nessy RT DLD DA	Lunch	R.E.:	ICT (ALC)		STORY TIME	—
FRIDAY	Critical thinking		Maths/Challenges: (see separate plan)	Prep Assembly	Break	Art:	Phonics /Spelling gs	Lunch	PE (PLA)	Forest School (Michaelmas term 1 st half, then D.T.)		STORY TIME	

Appendix 3 - Sample Junior Timetable

	Reg	1	2	Assembly	Break	3	4	Lunch and Break	Reg	5	6	7	8	9	End of Day
	08.25-08.40	8.40-9.25	9.25-10.10	10.10-10.30	10.30-10.50	10.50-11.35	11.35-11.55	11.55-12.55	12.55-1.00	1.00-1.25	1.25-1.55	1.55-2.25	2.25-2.55	2.55-3.25	3.25-3.30
Monday		Maths	Guided Reading	Form Time		PE (EDU)				Tables Club	Art		ICT		
Tuesday		English		Whole School		Maths	Handwriting			French (until 1.30)	Exploration		Exploration		
Wednesday		English	PSHE	Singing Together		Maths (streamed)				Spelling/Nessy	Drama		Exploration		
Thursday		Maths (streamed)		Juniors		English				Mental Maths	Music		PE (PLA)		
Friday		Maths	English	Whole School		RE	Guided Reading (review hw)			Exploration	Curriculum Enrichment				
Exploration includes discrete Science / History / Geography curriculum and/or PBL															

Appendix 4 - Sample Curriculum Enrichment Plan

Form Time	Michaelmas First Half (6 wks)	Michaelmas Second Half (6 wks)	Lent First Half (5 wks)	Lent Second Half (5 wks)	Trinity First Half (4 wks)	Trinity Second Half (3 wks)
JR 1.30-2.30	DESIGN TECHNOLOGY (JRL)	HANDBALL (PLA)	FOOD TECH (KL)	DESIGN TECHNOLOGY (KL)	FOREST SCHOOL 1.30-3.00 (DLD&DA) JH to UP	TENNIS (PLA)
JR 2.30-3.30	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING	THINKING & LEARNING/OUTDOOR LEARNING/ DT (JRL)	FOOD TECH (KL)	TAG RUGBY (PLA)	FOREST SCHOOL (DLD&DA) JH to UP	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING
F1 1.30-2.30	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING	MATHS /CROSS CURRICULAR CHALLENGES PROBLEM SOLVING (JRL)	FOREST SCHOOL 1.30-3.00 (DLD&DA) KC to UP	TAG RUGBY (PLA)	FOOD TECH (JRL)	DESIGN TECHNOLOGY (JRL)
F1 2.30-3.30	THINKING & LEARNING/OUTDOOR LEARNING/ DT (JRL)	HANDBALL (PLA)	FOREST SCHOOL (DLD&DA) KC to UP	DESIGN TECHNOLOGY (KL)	FOOD TECH (JRL)	TENNIS (PLA)
F2 1.30-2.30	HOCKEY (PLA)	FOREST SCHOOL 1.30-3.00 (DLD&DA) TL to UP	ICT (JRL)	FOOD TECH (JRL)	TENNIS (PLA)	ICT
F2 2.30-3.30	ICT (KL)	FOREST SCHOOL (DLD&DA) TL to UP	TAG RUGBY (PLA)	FOOD TECH (JRL)	ICT (KL)	DESIGN TECHNOLOGY (JRL)
F3 1.30-2.30	ICT (KL)	DESIGN TECHNOLOGY (KL)	TAG RUGBY (PLA)	OUTDOOR	ICT (KL)	FOOD TECH (KL)