



Stella Maris School

Curriculum Policy

Updated: Sept. 2025
Review Date: Sept 2026

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”

CURRICULUM POLICY

Introduction

The Curriculum Policy at Stella Maris is a statement of our aims and principles relating to the Curriculum taught in our school. It will be reviewed on a regular basis and updated when necessary. It has recently been updated and reviewed in line with the new Ofsted Framework and its focus on the intention, implementation and impact of the Curriculum, in the teaching and learning which takes place in school.

Stella Maris School as an independent school has designed and created its own Curriculum over the years, with the flexibility to change and renew as new initiatives come on board which we feel will be beneficial or exciting to add to our Curriculum aims.

We have always taken what we perceive to be the best parts of the National Curriculum and enhanced them with additional or extended programmes of study in order to move the children forward in achieving beyond national expectations, particularly in relation to Maths and Literacy. One example of this is embarking on aspects of Year 7 work in the Summer Term of Year 6 for the pupils who are ready for this challenge.

Within the non-core subjects we follow the National Curriculum for many of our topics and programmes of study but also have the flexibility to be spontaneous if a topic or the children's interests take us in a different direction to our planning.

The teaching of social skills and confident communication skills are objectives at Stella Maris School for all our children and cuts across all age groups. These skills are built into various subject areas and developed particularly in the regular extra-curricular trips which class groups participate in. Year 6 also focus on the world of work during the Summer Term and go out into the community and workplaces to develop a skill set which will be of benefit to them as they move on to senior school and become more independent. They also access finance training with the Year 5 class as part of the Stockport Country Trust and participate in workshops led by the Trust in Autumn Term 1. The theme of the workshops this year was business finance and sport. This is also a powerful way for the children to apply their mathematical skills and knowledge.

Year 6 children access transition training for preparing to go on to high school and during the Summer Term they are taught a wide range of skills from how to look after themselves when getting on and off public transport to safe phone use when in crowded places. We go on bus trips, buy train and tram tickets and learn about how to navigate cycle lanes and tram tracks safely when out and about. We equip our children with skills outside of the classroom to prepare them for their future. We also focus on important skills linked to summoning help via the emergency services and all children were active in the Heartstart Programme until the programme was disbanded. However, they have been trained in first aid principles. Stella Maris School was mentioned at the Heartstart Convention in Edinburgh as an example of a school at the forefront of this national initiative. Some of our staff, with the help of a parent who worked as a Heart

Consultant were also trained as Heartstart Coordinators. This initiative is likely to be restarted at some point in the future so we will be keen to become involved in this again when it has been reactivated nationally.

All children access Forest School sessions and Outdoor Education lessons each year and we use the facilities at a neighbouring school for our Forest School provision. One member of our staff team is now a certified Forest School Leader. During the last academic year, the Forest School Programme has been rolled out to all age groups within our school on a timetable rota. This has created opportunities for them to learn about the environment, as well as working closely with their peers to achieve common goals within the area of social skills. The ability to negotiate, resolve conflict and use diplomacy are needed when children are developing. Forest School has also taught the children to realise that it is good and safe to get a bit muddy and wet at times and enjoy to it. Our Pre-Prep children have their own weekly sessions as it is an essential part of their development and confidence. These concepts are transferred back into the continuous provision which is part of the Pre-Prep programme of study.

Our KS 1 and KS 2 Curriculum encourages children to explore and ask questions and challenge their teachers to drill down deeper into topics and extend their learning and experience in varied ways. Team teaching and opportunities to mix classes for lessons enable the children to see their learning as a proactive journey and not just a class activity. Staff are encouraged to focus on their own expertise within subject areas and to access training where appropriate. Team teaching and learning enables the staff to learn from each other across the age groups and to support each other. The Headteacher is also involved in this process.

The Phonics Programme is a good example of this cross-class grouping and is structured according to levels of ability and need. Children are taught in ability groups regardless of age or key stage. Buddy reading and shared activities across the age ranges motivate the children to take ownership of their learning. The older children participate in shared teaching in small groups, particularly in Numeracy, where the children who are sound in particular concepts look at different ways of passing on their knowledge to the children who are still developing their knowledge. Looking at various methods to reach the correct answer is a valuable method of enabling children to understand that we learn in different ways and respond to different processes.

The teaching process is built into the Year 6 programme of study with the children frequently taking the teacher's chair and delivering a lesson on a topic or subject of their own choice, using IT, worksheets and practical activities. This experience is enjoyed by the children and encourages them to see the organisation and preparation which is required for teaching and learning. The children's confidence grows rapidly and teaching and learning becomes a shared activity between teacher and pupil, with a greater understanding of the learning process taking place as a result of this.

Parents send their children to Stella Maris School for a variety of reasons, our 100% exam success rate for the local grammar schools at the 11+ stage, small class sizes, personalised teaching and learning and the excellent attention we give to developing Reading, Writing and Numeracy skills across the school.

The development of the whole child is achieved through our focus on personalised learning, the teaching of social skills and the importance we place on developing self-esteem, resilience and confidence. There is also the expectation that children will move on to grammar schools. To this end there is a period of preparation during the second half of the Autumn Term of Year 6, when the children focus on examination work, looking at exam technique and study, revising key areas from their KS 2 work and preparing for the exams in January. However, during this period of revision the Year 6 children still access the whole of the Curriculum and the Creative Curriculum. Due to developing sound skills across the key stages the exam preparation is part of the Year 6 programme of study and children are comfortable and prepared for accessing this work and achieving success.

There are exam revision lessons and tutoring workshops which occur out of curriculum time for children who want to access extra help sessions. The Headteacher also operates an Exam Club on a weekly basis, from the end of November until the exams have all been completed.

The Curriculum is planned to provide a structured and well-balanced education for all our children from Pre-Prep 1 to Year 6. We provide a wide range of activities and opportunities for our children to ensure they make progress academically, socially, physically and morally.

As well as their experienced class teachers the children have the opportunity of accessing the skills of key specialist teachers each week. Our Music Specialist spends a morning in school each week and all children from Pre-Prep 1 to Year 6 have a dedicated class Music lesson with her. Individual children, at the request of their parents, can access personal instrumental lessons on a variety of instruments from a peripatetic instrumental tutor.

Our modern foreign language is French and we have a qualified French teacher who delivers a lesson to all children on a weekly basis. This enables our children to move on to senior school with a sound understanding of this language and conversational skills which give them a firm foundation for Year 7 French.

A LAMDA trained teacher spends an afternoon in school developing Speech and Performance skills on a weekly basis and many of our children enter the various LAMDA examinations for public speaking annually. These skills help the children perform well when they are involved in the Debating Club or the Book Circle, which run at certain times in the extra-curricular calendar and when they are attending our School Council meetings.

A local artist works in our school each week and runs a lunchtime Art Club. In addition to this she sometimes delivers extra lessons teaching Art skills alongside the class teachers.

We endeavour, through our carefully crafted school Curriculum to stimulate our pupils' interests and imagination and motivate them to realise their potential and achieve success.

Curriculum Statement

The Trustees, Headteacher and Staff of Stella Maris School aim to provide a rich Curriculum which is tailored to the individual needs of our children .

Every child will have access to this broad, rich and exciting Curriculum, which is differentiated according to age and ability.

THE INTENT OF OUR CURRICULUM

At Stella Maris School we aim to deliver a varied Curriculum which will benefit our children.

It is not just focused simply on tests or teaching to achieve excellent exam results, although we do achieve these as a by-product of our Curriculum.

We frequently review our Curriculum to ensure that it is fresh and inspirational for our children and we are confident enough to change and amend from year to year if we feel that something isn't working as well as it could do, or if we make additions to the Curriculum. Our Curriculum Policy is a living document which is subject to change and improvement.

THE IMPLEMENTATION OF OUR CURRICULUM

At Stella Maris School our staff present all aspects of this broad Curriculum and do not focus just on the core subjects. They visibly encourage active discussion and participation and whole-hearted engagement from their pupils during all lessons, with an emphasis on progress.

Staff use available resources to deliver a range of topics across all Curriculum areas and use flexibility to explore unusual subject areas and topics which the children show interest in.

Within our school there are a range of teaching styles delivered by experienced practitioners who are not afraid to try new ideas and approaches.

Children are taught by a variety of highly qualified staff as well as their class teachers, to maximise their accessibility to a wide range of teaching styles and experiences.

THE IMPACT OF OUR CURRICULUM

At Stella Maris School we believe that our pupils develop detailed knowledge and skills across the whole Curriculum. We focus on an exploratory and investigative approach which makes learning fun and memorable, as well as building up skills from the Pre-Prep Department.

Staff assess children in a wide and varied way as part of the teaching process in order to identify issues at an early stage so that more support and intervention can be given where and when it is needed.

We know that our outcomes give the children the level of competence and mastery required, by their success in achieving grammar school places at the end of Year 6. The top percentage of children nationally are offered places in grammar schools as the entry bar is very high. We measure our children against this national average as they all achieve these places and feedback from the local grammar schools gives evidence that our children have achieved highly within the cohort of children who have been offered places.

Within the area of impact we also identify the importance of attitude to learning and behaviour as part of this process, which ensures success. Success is measured in various ways relative to the subject areas within the Curriculum.

End-of-term assessments give evidence of in-house statistical information relating to progress, but progress is also measured in the understanding and retention of knowledge gained from school trips and outings and in tangible evidence, for example in Art displays and concerts/shows which showcase the children's work in Music and in other creative areas of the Curriculum.

PLANNING OF THE CURRICULUM – PURPOSE/VALUES

At Stella Maris School we have a set of common purposes and traditional values which underpin everything we do. All teaching and learning is based on these strong foundations.

- The Curriculum is designed to increase the knowledge, skills and understanding of our children.
- The Curriculum is designed to help our children develop as well-balanced individuals who make a difference to society.
- The Curriculum is carefully planned and structured at Pre-Prep, KS 1 and KS 2 to ensure that our children make maximum progress and achieve their full potential.
- The Curriculum is designed to engage the children and help them take ownership of their education and to promote a love of learning.
- The Curriculum is designed to offer stimulating and exciting opportunities to encourage and motivate children.

A rich variety of extra-curricular activities are on offer.

Throughout the school opportunities are regularly taken to extend the Curriculum beyond our statutory requirements. These include:

- Visitors, musicians, and themed assemblies by visitors
- Use of the outside classroom area, locality/wider environment
- Educational visits, trips to museums, the cinema, and other places of interest
- Parental support in classrooms
- Involvement with community projects
- Accessing workshops which prepare children for life in the World of Work
- Class trips and whole school trips to National Trust properties and other venues
- Participation in local events and competitions

Legislation and Guidance

This Policy reflects the requirements of the Stella Maris Curriculum programmes of study.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy reflects the requirements for Independent schools to provide a broad and balanced Curriculum.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The Board of Trustees

The Board of Trustees will monitor the effectiveness of this Curriculum Policy and hold the Headteacher to account for its implementation.

They will also ensure that:

- A robust framework is in place for setting Curriculum priorities and aspirational targets
- Regular Curriculum meetings between the Headteacher and the Curriculum Trustee
- Enough teaching time is provided for pupils to cover the core Curriculum subjects
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

Headteacher

The Headteacher is responsible for ensuring that this Policy is adhered to, and that:

- All required elements of the Curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching a balanced Curriculum is adequate
- The school's procedures for assessment meet all requirements as laid down by the Board
- The Board is fully involved in decision-making processes that relate to the breadth and balance of the Curriculum
- The Board is advised on whole-school targets to make informed decisions and is involved in the creation and implementation of the School Development Plan
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

The Senior Teacher and Subject Leaders

The Senior Teacher and Subject Leaders will ensure that the school Curriculum is implemented in accordance with this Curriculum Policy and they work closely with the Headteacher to ensure this.

Organisation and Planning

PLANNING OF THE CURRICULUM - Delivery

For KS 1 and KS 2 lessons begin at 9 am and continue until 3.05 pm, with a 15 mins morning break, an hour break for lunch and a short fresh air break mid-afternoon. Pre-Prep children begin their lessons at 9 am and continue until 3.05 pm with a 15 mins morning break, a slightly longer lunch break of 1 hour and 15 mins, with outdoor play at various points during the day, in line with their continuous provision. It is delivered across a standard independent school year. All aspects of the Curriculum are taught in classes or mixed year groups with differentiated work.

CURRICULUM PROVISION

PRE-PREP

- The Pre-Prep Department's Curriculum is planned around the 7 areas of learning and development

PRIME AREAS:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

SPECIFIC AREAS:

- Literacy
- Mathematics
- Understanding the World

- Expressive Arts and Design

Pre-Prep Department (Nursery and Reception)

We support the understanding that Pre-Prep children learn more effectively through play and practical experiences. Within the Pre-Prep Department the children are encouraged to become both independent and confident. Activities are undertaken both in the classroom and outside of the classroom, in the designated Pre-Prep play area.

Transition between Pre-Prep and KS 1 is aided by free flow activities between the two classrooms, at specific times each week. This enables the Pre-Prep children to be familiar with the setting of the Year 1 classroom and the Year 1 teacher.

KS 1

Within KS 1 the children are taught a full range of Curriculum subjects - English, Mathematics and Science as core subjects and RE, Geography, History, ICT, DT, Art, Music, MFL and PE as foundation subjects.

Although teaching is more formal in KS 1 than in the Pre-Prep Department there is still a focus on practical activities in Year 1 to stimulate the children and help them to develop through this type of experience. RE, PSHE and RSE are linked together and activities like Circle Time are implemented within this Programme of Study. Art, Design and IT are taught using a cross-curricular approach, rather than as stand-alone subjects. This is intended to teach the children how to develop important skills in these areas but use them as a learning tool to improve knowledge and understanding in other Curriculum subjects. Geography, History, Art and DT are taught as part of a 'topic'.

KS 2

Within KS 2 the children continue to be taught a full range of Curriculum subjects - English, Mathematics and Science as core subjects and RE, PSHE, RSE, Geography, History, ICT, DT, Art, Music, MFL and PE as foundation subjects, with the addition of Verbal and Non-verbal Reasoning. As in KS 1 Art, Design and ICT are taught using a cross-curricular approach, rather than as stand-alone subjects. This approach in KS 2 consolidates the approach used in KS 1 and continues to help the children improve their knowledge and understanding in other areas of the Curriculum. When specific skills are being taught in both Art and ICT there are occasions in KS 2 when dedicated lessons may be used to teach a particular skill or competency.

Within Yr.5/Yr.6 the children also focus on developing exam and interview techniques to prepare them for the 11+ exam process, high school and the World of Work.

MODERN FOREIGN LANGUAGE

All children from Pre-Prep 1. through to Year 6 have the opportunity of learning a foreign language. This is currently French. The weekly 30-minute lesson for each class is delivered by a specialist French teacher who works in school each week.

RELATIONSHIPS EDUCATION (RSE)

Relationships Education is taught in every age group, following the school's RSE Policy and programme of study. From September 2021 this area of the Curriculum was taught as an independent subject but will continue to be linked to our current PSHE programme of study. Parents were consulted about the introduction of this subject during the Spring Term of 2021 and received a copy of the draft Policy.

The Policy was ratified by the Board of Trustees in 2021 and is reviewed on an annual basis. It can be accessed in the Policies section of the school website.

Many of the RSE topics and issues are dealt with across our Science and RE Curriculum also. These include Growth, Birth, Life and Death. Children access the PSHE Curriculum and are encouraged to develop citizenship, respect for themselves and others, the difference between right and wrong and a strong sense of self-worth, as well as learning tolerance and understanding, in line with protected characteristics and British Values. Pastoral care, reflection and mindfulness help the children to be aware of the need for good mental health at all ages and they learn how to talk about their problems and how to access help if it is required.

By educating our children to be aware of the world they live in and by giving them an open forum to ask questions and to seek answers they will feel comfortable in approaching teachers and other adults within school if they need help or advice.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL OPPORTUNITIES

The Trustees, Headteacher and Staff are keen that all our children from Pre-Prep 1 to Year 6 are provided with Spiritual, Moral, Social and Cultural opportunities, both within the planned Curriculum and through independent work, extra-curricular activities and a wide range of opportunities and events. We believe that for our children to develop a positive outlook on life the Curriculum needs to focus on a varied range of experiences within these areas. We are a Catholic school which teaches the values and principles which underpin the Christian tradition. The children also learn about World Religions as part of their RE lessons.

During class RE lessons we follow the Catholic Scheme, ***The Way, The Truth and The Life*** and supplement it with lessons about other faiths and religions. Children enjoy finding out about how their friends celebrate religious festivals and about the beliefs they hold.

This is also discussed in assemblies during the time of religious festivals and in PSHE lessons and the whole school comes together to share in these special occasions.

Having many religious denominations in school enables the children to learn from each other and pass on the knowledge and beliefs which they hold.

Respect and tolerance are taught across all areas of RE and the children are encouraged to discuss and ask questions as a basis for their learning.

Catholic children are instructed in the Sacramental Programme in line with the Salford Diocesan Guidelines if parents request this and we have close links with our local Catholic Church, St. Winifred's.

SMSC Values at Stella Maris School

Value	What does it mean?	Example
<ul style="list-style-type: none"> <i>Spiritual</i> 	<ul style="list-style-type: none"> <i>Explore experiences and reflect</i> <i>Respect faiths, feelings and values</i> <i>Enjoy learning about each other</i> <p><i>Use imagination and creativity</i></p>	<ul style="list-style-type: none"> <i>e.g. investigate and discuss values of other faiths during an RE lesson or a history topic</i>

<ul style="list-style-type: none"> Moral 	<ul style="list-style-type: none"> <i>Recognise the differences between right and wrong</i> <i>Respect the law</i> <i>Understand consequences</i> <i>Investigate moral and ethical issues</i> <i>Offer reasoned views</i> 	<ul style="list-style-type: none"> <i>e.g. work with children so they recognise that every action has a consequence, either good or bad</i>
<ul style="list-style-type: none"> Social 	<ul style="list-style-type: none"> <i>Be able to use a range of social skills</i> <i>Participate in the local community</i> <i>Appreciate and understand diverse viewpoints</i> <i>Participate and volunteer</i> <i>Be able to cooperate and resolve conflicts in their age-appropriate ways</i> 	<ul style="list-style-type: none"> <i>e.g. looking at friendship and how they make new friends etc.</i>
<ul style="list-style-type: none"> Cultural 	<ul style="list-style-type: none"> <i>Appreciate cultural differences and influences</i> <i>Appreciate the role of Britain's parliamentary system and democracy</i> <i>Participate in cultural opportunities</i> <i>Understand and respect diversity</i> <i>Show respect to all individuals regardless of race, gender or their family circumstances and demonstrate understanding of people with protected characteristics.</i> 	<ul style="list-style-type: none"> <i>e.g. explore how places/countries have evolved and diversified</i> <i>Encourage children to celebrate different religious festivals and understand that Britain is a multi-cultural society and that all people are accepted</i>

SELF-ESTEEM

Each week the whole school takes part in themed assemblies, led by the Headteacher and the Pre-Prep Lead teacher. During these assemblies the children's achievements are recognised and two members of each class receive a merit badge for a range of different reasons. Merit marks are awarded daily for good work, effort and behaviour for Years 1 - 6. These marks are collected for each class and the winning house team get a special mention and are awarded the trophy for the week.

The Pre-Prep Department have a system of rewards by awarding online 'dojos' for good work and behaviour. This system of rewarding children's efforts and recognising achievements reinforces our Curriculum and motivates the children to achieve their best.

Children are given opportunities to hold positions of responsibility as they move through the school and Year 6 have a system of responsibility positions. We have an elected Year 6 Head Boy and Head Girl at the beginning of each school year. The children vote for the two children who they feel are best suited to the job specification for the role.

Year 6 children also act as Buddies for the younger children and help them to settle into school life when they first join our school.

Each Friday the two classes come together for a "Buddy Lunch." We also have an elected Sports Captain from Year 6 to promote the importance of participation in school sporting activities and clubs.

We feel that these positions help the Year 6 children to develop a strong sense of responsibility towards each other and to enhance their self-esteem, as they are role models for the younger children. The Year 6 children are aware that they will be looked up to for guidance and good example. This is part of the responsibility position they have signed up to.

BRITISH VALUES and CITIZENSHIP

The DfE reinforce the need for all schools to create and promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all, regardless of race, gender or faith.

The Government has set out the definition of British Values in the Prevent Strategy of 2011 and Stella Maris School is committed to ensuring these values are supported and promoted throughout all learning and in every aspect of school life.

The promotion of these values underpins everything we do and the children are taught these values through various topics and subject areas. We also celebrate our traditions and values through celebrations and assemblies at key points in our school year, for example Remembrance Sunday.

BRITISH VALUES AT STELLA MARIS SCHOOL

Value	What does it mean?	Example
<ul style="list-style-type: none"> <i>The Rule of Law</i> 	<ul style="list-style-type: none"> <i>To understand the importance of rules and laws</i> <i>To abide by them</i> <i>To realise that laws are there to protect us and keep us safe.</i> 	<ul style="list-style-type: none"> <i>e.g. devise a set of rules for using the new playground equipment</i>
<ul style="list-style-type: none"> <i>Democracy</i> 	<ul style="list-style-type: none"> <i>Everyone has a right to voice their opinions and make choices</i> <i>In a vote the majority will always win</i> 	<ul style="list-style-type: none"> <i>e.g. election of Head Boy and Head Girl carried out by a vote</i>
<ul style="list-style-type: none"> <i>Individual Liberty</i> 	<ul style="list-style-type: none"> <i>Everyone has a right to an opinion</i> <i>Everyone should be listened to</i> <i>Freedom of speech</i> 	<ul style="list-style-type: none"> <i>e.g. children are encouraged in their right to free speech in the safe environment of school</i>
<ul style="list-style-type: none"> <i>Mutual Respect</i> 	<ul style="list-style-type: none"> <i>Everyone is respected</i> <i>Everyone is listened to</i> <i>Everyone is equal</i> <i>No-one is more important than anyone else</i> <i>Recognising protected characteristics</i> 	<ul style="list-style-type: none"> <i>e.g. when someone else is speaking in a class discussion we ALL listen.</i>

<ul style="list-style-type: none"> • <i>Tolerance of other Beliefs and Faiths</i> 	<ul style="list-style-type: none"> • <i>We promote Catholic values but celebrate all faiths</i> • <i>We listen and learn about other beliefs</i> • <i>The children are taught to respect and tolerate all beliefs and faiths by celebrating differences and learning about World Religions</i> 	<ul style="list-style-type: none"> • <i>e.g. all children are given the opportunity to tell the class about their religious festivals etc.</i>
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HOMEWORK

Homework is set for each year group, according to ability and age. It is used as a tool to consolidate, reinforce and develop skills which have been covered during class lessons. Each year group has a recommended amount of time to be spent on homework each week. It is expected that children will read every evening. Homework activities are spread across the week, depending on the age and ability of the children.

Details of homework expectations and time allocations for each year group can be found in the Parents' Handbook.

See our [Pre-Prep Policy](#) for information on how our Early Years Curriculum is delivered.

SEND and INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study all subjects, wherever possible, and ensure that there are no barriers to every pupil accessing all areas of the Curriculum and achieving their best.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English and to support pupils to take part in all subjects.

Further information can be found in our [SEND Policy](#).

Where there is a need for SEND provision individual requirements will be met across the Curriculum. Every child is encouraged to develop at his or her own pace, relative to their ability.

Where a child is identified as having a particular need, whether academic, social, physical or emotional, a programme of support will be agreed by the class teacher, the SEND teacher and the Headteacher. Parents will be informed at regular intervals about their child's progress and will be fully involved at every stage.

If this programme of support fails to provide the necessary foundations for the child to make progress then help will be sought from the appropriate outside agencies, following consultation with the parents.

Monitoring Arrangements

The Headteacher, Senior Teacher and Subject Leaders ensure that the Curriculum subjects are being taught across the school.

Class teachers also have responsibility for monitoring the way in which resources are stored and managed.

This Policy will be reviewed on a regular basis by the Headteacher, Senior Teacher and Curriculum Trustee. At every review, the Policy will be shared with the Board.

ASSESSMENT

Please see our [Assessment Policy](#) for further information.

Continuous assessment takes place in all departments of the school, in a variety of ways. Assessment is always formative and summative.

On-going assessment provides us with the evidence to track our pupils' progress on a regular basis and helps us to build a complete picture of a child's intellectual, emotional, social and physical development.

Children in the Pre-Prep Department are tracked and assessed against the Early Learning Goals within the Early Years Profile.

The EYFS Profile is broken down into seven specific areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development (PSE)
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Within each of these areas, there are specific Early Learning Goals – for example, in the case of Communication and language, these are Listening and attention, Understanding, and Speaking. Your child will be given an achievement level for each area of learning.

Within KS 1 children are formally assessed in sight vocabulary, word recognition and spelling at key points in the year. On-going weekly assessments and tests also take place. NFER assessments are carried out in the Autumn Term for KS 2 children, as well as in-house testing to gain evidence for the 3 progress reports which are sent out each year for children from Year 1 – Year 6. The children are tested in Mathematics, English and Reasoning for the Autumn and Spring Progress Reports and in all subjects for the Academic Progress Report at the end of the year.

Various on-going units of work assessments are also used to track progress and understanding in the foundation subjects across the year. These KS 2 tests generate valuable standardised data to indicate how children are likely to perform in external exams at the end of KS 2. Other assessments also take place for both KS 1 and KS 2 to evidence on-going progress.

Year 5/6 take part in continuous examination assessments to track progress and ensure they are on target to pass the senior school entrance exams for schools of their choice. A variety of past papers and other diagnostic assessments are used.

Children with SEND provision will be assessed individually on a regular basis to ensure that programmes of support are working successfully.

REPORTING AND MONITORING

All work carried out by children is monitored and evaluated.

Reporting to parents takes place three times a year.

Our Prep Department use parent interviews and one-to one meetings to report to parents during the Autumn and Spring Terms.

Year 1 to Year 6 receive written Progress Reports at the end of the Autumn and Spring Terms. The parents also meet formally with the class teachers and discuss their child's progress at specific times during each term.

All children from Pre-Prep 1 to Year 6 receive an academic school report at the end of the Summer Term.

Year 6 also have a comprehensive Headteacher's reference which is submitted to the Grammar Schools in preparation for transition.

We operate an open-door policy whereby a parent can drop in and speak to a teacher before or after school on an informal basis.

Parents can make an appointment at any time during the academic year to discuss issues at greater length if the necessity arises.

Individual and group target-setting occurs on a termly basis. This helps to reinforce progression and helps children take ownership of their own learning and progress. Children in Years 5 and 6 have a weekly target-setting session, supported by their class teachers.

EXTRA-CURRICULAR ACTIVITIES

A variety of clubs and extra-curricular activities are available at Stella Maris.

These include:

- Personal tuition in piano/singing/ukulele/guitar/drum kit
- School Choir
- Multi-Sports Club
- Cookery Club
- Exam Club
- Computer and Coding Clubs for both key stages
- Speech Lessons/Public Speaking
- Art Club
- Gardening Club
- Drama Club
- Chess Club

Twice a year pupils stage a school show for parents and friends, the Christmas Concert at the end of the Autumn Term and the Summer Show, at the end of the Summer Term. Every child has a role within the show and many of our children have the confidence and ability to sing solo on stage.

These extra-curricular activities and events all help the children to develop their personal confidence which aids good self-esteem.

CONCLUSION

Stella Maris is “a small school with a big reputation.” Our pupils leave in Year 6 as mature, well-balanced, successful children who achieve multiple offers of school places from the local Grammar Schools. This is the product of an exciting, robust and stimulating Curriculum, excellent teaching and an environment which encourages pride, respect, tolerance, positive thinking, good self-esteem and a thirst for knowledge and success.

Links with other Policies:

This Policy links to the following policies and procedures:

- ***Pre-Prep Policy***
- ***Assessment Policy***
- ***SEND Policy***
- ***Individual Curriculum Policies***
- ***Homework Policy***
- ***RSE Policy***