



**St Andrew's School, Turi**

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**Curriculum Policy  
(Prep School)**

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<b>Compiled and reviewed by:</b>	<b>Deputy Head (Academic)</b>
<b>Approved by:</b>	<b>Head [Prep]</b>
<b>Date of review:</b>	<b>July 2024</b>
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## 1. Policy

### Policy statement

The curriculum at St Andrew's Prep School creates a framework within which pupils may develop their academic flair, self-discipline and intellectual rigour. It aims to provide an enlightened and broad education that responds to change whilst retaining core values. Academic achievement is not an end in itself, but a thoughtful and exhilarating journey to adulthood. A Turi education aims to be not merely informative, but also transformative.

### Scope

This policy, and any associated procedures, apply to all Academic Staff and pupils.

### Definition

The curriculum is all the planned activities that we organise to promote learning and personal growth and development.

### Terminology

In this policy, **'Board'** refers to the Board of Governors; **'Director'** refers to the School's Executive Director; **'School'** refers to both the Senior and Preparatory Schools either separately or jointly depending on the context; **'Head'** refers to both the Head of the Senior School and the Head of the Preparatory School; **'F & S Director'** refers to the Finance & Strategy Director; **'Staff'** refers to all those working for or on behalf of the School (including staff working on behalf of third part contractors), full or part-time, permanent or temporary, in either paid or voluntary capacities; and **'Parents'** includes one or both of the parents, and legal or education guardians.

### Regulatory framework

This policy takes account of all relevant legislation. In particular, it is based on Section 8 of the UK Education Act 1996 and aligns with the DfE's National Curriculum in England (2014), British Schools Overseas (2023) standards and ISI Framework (2025) as well as the Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

The Kenya Government is committed to providing quality, relevant and accessible education and training to its citizens. The curriculum reforms will be undertaken within the national legislation informed by Article 53 of the Constitution. Article 43 on economic and social rights states that every person has a right to education. Among the functions of the National Government in the fourth schedule, item 15 mandates the Ministry of Education oversees education policy, standards and curriculum.

To actualise these provisions, various legal documents have been developed. These include the Basic Education Act, 2013, Sessional Paper No. 2 of 2015, Kenya Institute of Curriculum Development Act, No. 4 of 2013 and the Kenya National Examinations Council Act 2012 and associated Amendment Bill 2024. In addition, the country's provisions for education are guided by international legislation such as the Sustainable Development Goals (MDGs) 2015.

## **Review**

This policy will be subject to biennial review by the Deputy Head (Academic).

## **2. Roles and responsibilities**

### **The Board**

The Board ensures that the curriculum is appropriate and challenging for pupils.

### **The Head**

The Head ensures that:

- The Deputy Head (Academic) and Assistant Head (Academic) are conversant with the contents of this Policy and that they oversee the delivery of the curriculum across the School
- The Curriculum Policy is shared with the Senior Executive Committee (SEC)

### **Academic Staff**

Academic Staff work together in ensuring that the curriculum is delivered in the most effective manner so that pupils gain the maximum possible benefit from it.

HoDs and the Assistant Head Primary are responsible for subject-specific curriculum implementation and alignment with school policies and values. They coordinate with Prep School counterparts for curriculum continuity.

## **3. Principles**

There are four main principles on which this policy is based:

- Adopting best practice
- Ensuring a smooth transition throughout the School
- Delivering a broad, balanced and challenging curriculum
- Ensuring inclusion

### **3.1 Adopting best practice**

All staff have a responsibility to plan and deliver the curriculum according to the School's aims.

To meet and maintain these responsibilities, all staff will aim for all pupils to develop:

- A high level of Literacy and Numeracy
- A good knowledge and understanding of the social and physical environment through scientific, geographical and historical study and skill development
- An international perspective and ability to communicate in the language of others
- An appreciation of culture through exposure to art, music, literature and an understanding of how to use this as a stimulus for personal creation
- Practical skills useful in daily life

- Sporting and physical skills which give lifelong benefits such as health, fitness and self-esteem, the experience of team participation and leadership, recreational opportunities, and a balanced attitude to competition
- An understanding of personal, social and health issues, enabling pupils to be positive citizens in society
- An understanding of how religious and ethical beliefs influence people and their environment
- Respect and empathy for others and an understanding of right and wrong
- A realisation of their own strengths, weaknesses, limitations and potential and an understanding of how to cope with these
- The self-discipline, mental agility, confidence and the curiosity necessary to ensure they make the most of opportunities offered in all areas and in so doing fulfill their potential
- Appropriate skills enabling them to reach their potential
- A positive attitude towards learning, so that they enjoy school, and acquire a solid basis for lifelong learning
- Creativity and their own thinking
- Respect for themselves and high self-esteem and to be able to live and work co-operatively with others

From our youngest Early Years Foundation Stage (EYFS) pupils to our oldest Year 8 pupils, the School will provide a full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the British Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Pupils must acquire English speaking, listening, literacy and numeracy skills.

Personal, social and health and economic education should reflect the School's aim and ethos, as well as the laws of Kenya, and encourage respect for other people. All pupils must have the opportunity to learn and make progress and be effectively prepared for the opportunities, responsibilities and experiences of life in society.

Subject matter must be appropriate for the ages and aptitudes of all pupils.

The curriculum should support and promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **Literacy, Numeracy, speaking and listening**

English Literacy and Numeracy are core skills and as such are firmly embedded in all areas of the curriculum. It is the responsibility of all teaching staff to reinforce these skills and to promote their use wherever relevant.

Speech and the ability to listen and absorb information are vital communication skills. Every pupil should be able to communicate clearly, proficiently and politely, using Standard English. Pupils should be able to participate in discussions, give individual oral responses and adapt their speech to suit the audience and purpose. They should be able to listen, analyse and respond confidently to a variety of sources including music and languages other than English. All subjects should include a variety of speaking and listening opportunities that offer group work, pair work and individual activities where appropriate.

### **3.2 Ensuring a smooth transition throughout the School**

Staff at the Pre-Prep and Prep departments endeavour to make the transition from the EYFS to Key Stage 1 and on into Key Stages 2 and 3 as smooth as possible. The transition throughout Key Stage 3 is also important, particularly when pupils transfer to St Andrew's Senior School. The School aims to ensure continuity and a clear progression within the curriculum. Staff will always use their professional expertise to make judgements that consider the age or ability of each pupil to ensure that methods and strategies are employed appropriately. As pupils progress through each section of the School, they are prepared for the opportunities, responsibilities and experiences of adult life.

Liaison between the Prep School and the Senior School is achieved:

- INSET opportunities between the schools, with teaching staff
- By meetings arranged between Heads of Departments in the two Schools
- By meetings between the Deputy Heads (Academic) in both Schools
- Shared tracking
- Through continued support from the Learning Success Centres in both schools.
- In Collaboration Days where teaching and learning practices are shared.

### **3.3 Delivering a broad, balanced and differentiated curriculum**

The breadth of the curriculum, both inside and outside of the classroom, provides opportunities for all to enjoy a full range of activities, sports and intellectual disciplines. The School seeks to ensure that pupils are not merely knowledgeable, but that they are kind and resilient, ambitious both for themselves and for others and they seek excellence in all they do.

The School provides a well-structured, progressive and balanced curriculum. The freedom is retained to offer enrichment and challenge beyond the expectations of the curriculum.

Kiswahili will form part of the curriculum for all pupils from Year 3 and above.

The curriculum includes not only the requirements of the EYFS and National Curriculum, but also the range of co-curricular activities that the School organises to enrich the experience of the pupils. It includes what the pupils learn from the way they are treated and expected to behave. Pupils are taught how to grow into happy, creative and moral people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential and enrich the lives of others.

All pupils cover the same basic syllabus in the Core and Foundation subjects. Delivery is scaffolded according to the needs and ability of each teaching group.

In addition, pupils in need of specialist help are identified and facilities and specialised teaching are made available to them after consultation with their parents.

Although a different style of delivery may be found within each teaching group, the delivery to each group will be characterised by its rigour and the high expectations by staff of their pupils.

Key elements include:

- weekly Clubs, Games and Adventure sessions;
- fortnightly PSHE for all year groups, covering Relationships and Sex Education (see RSE Policy), mental health, social and economic well-being, and career guidance;
- Round Square IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership, and Service) embedded in teaching;

- annual adventure weekends away for Years 9, 10 and Y12;
- recognition of the value that trips play to supplement on-site education.

### 3.4 Ensuring inclusion

All pupils can learn and make progress. If it is necessary to modify some pupil's access to the curriculum, to meet their needs, then this is done only after their parents or carers have been consulted.

If pupils have Special Education Needs and Disability (SEND) or have been identified as Gifted and Talented (G&T) the following is followed:

- Efforts are made to meet individual needs and comply with the requirements set out in the Special Education Needs Code of Practice.
- Recommendations are followed to ensure that the education provided fulfils the requirements of any SEND statement.
- If a pupil displays signs of having special needs, procedures are followed to ascertain the reality. In most instances, the teacher can provide the resources and educational opportunities that meet the pupil's needs within normal class organisation. If a pupil's need is more severe, appropriate external agencies may be engaged in making an assessment. Parents re involved when making this recommendation.
- Reasonable additional resources and support for pupils with SEND and extra teaching or support from appropriately qualified staff will be provided.
- An Individual Educational Plan (IEP) is developed for each pupil on the School's SEND register. These plans set out the additional provision and specific targets that are reviewed and monitored at regular intervals, in consultation with parents.
- With the remote location of the School, access to support agencies is difficult and does limit any support needed for severe disabilities.

## 4. The curriculum's primary aim

The primary aim of the curriculum is to provide, within a Christian context, opportunities for the pupils to be taught so that they might begin to learn how to become happy, creative, moral citizens who live motivated, fulfilled lives and to ensure a smooth transition from and into the other phases of the School.

### General implementation and clarification of the primary aim

Pupils are to be encouraged to be **happy** by:

- Taking part in exciting and engaging lessons
- The acquisition of knowledge and skills, particularly basic study skills
- The acquisition of self-knowledge through assessment procedures and the pastoral and profiling systems
- Being treated respectfully and being encouraged to learn the importance of mutual respect
- Having their achievements acknowledged
- Being made aware, in a sympathetic manner, of the gaps in their learning so that they can be encouraged to develop compensatory strategies
- The existence of an attractive and purposeful working environment
- Feeling valued
- Gaining more complete self-knowledge and self-respect

Pupils are encouraged to be **creative** citizens by:

- Being given open-ended and problem-solving tasks, promoting resourcefulness
- Having their opinions and ideas listened to and accepted, even if they are not yet fully formulated, promoting reflection
- Accepting that sometimes it is acceptable to be wrong and having to adapt ideas, promoting resilience
- Being offered a variety of opportunities in which to express themselves (e.g. Art, Drama, Music),
- Promoting positive relationships

Pupils are encouraged to become **moral** citizens by:

- Following the example set by staff
- Being made aware in lessons including PSHEE, through the Turi Leadership Pathway, during assemblies and in tutor time of the importance of moral codes and rules which exist for the common good
- The existence of rules explained sympathetically to them and applied impartially and consistently throughout the School
- High standards of personal behaviour
- Learning to treat Chapel, and the messages imparted there, with respect

Pupils are encouraged to become **active**, motivated citizens by:

- Being encouraged to play a full part in the academic, cultural and sporting life of the School either as an individual, as a team or house representative
- Engaging in the award system which encourages pupils to undertake meaningful and helpful tasks
- Being eligible for positions of responsibility
- Being encouraged to think about the environment and the importance of recycling as well as community projects within and beyond the School gates
- Sharing ideas on various pupil forums

Pupils are encouraged towards **self-fulfilment** by:

- The existence of a wide range of curricular and co-curricular activities
- Being made aware through the Effort Grade system that integrity of effort is as valuable as outcome in all endeavours
- Being taught in a system which strives and enables all pupils to realise their academic potential
- Being given the opportunity to succeed in the tasks set for them

## **5. Curriculum statements**

### **5.1 Early Years Foundation Stage** - encompasses TuriTots, Nursery and Reception year groups

The curriculum taught in TuriTots, Nursery and Reception classes is based upon the revised EYFS Statutory Framework and the guidance of the Early Years Outcomes. The curriculum planning focuses on the Early Learning Goals, and on developing children's needs, skills and experiences. There is coherence and full coverage of the Early Learning Goals and planned progression for all pupils.

The School fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. For children in the EYFS below compulsory school age, a programme of activities is provided. These are appropriate to educational needs in relation to personal, social, emotional and physical development and communication and language skills.

In the Nursery, assessment is by observation and in partnership with information from families about children's current interests, strengths and needs.

Teaching in the Reception classes builds on the experiences of the children in their pre-school learning. Through observation and assessment, the skills development of each child is recorded. Assessment forms an important part of the future learning for each child.

All children need the support of both parents and teachers to make good progress in school. The School strives to build positive links with the parents of each child, keeping them informed about learning and progress.

*In Key Stages 1, 2 and 3 the curriculum is based on the British National Curriculum and offers pupils an education that includes experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative aspects of learning. In addition, the School provides a PSHEE programme that gives pupils experience in spiritual, moral, social and cultural education and career guidance appropriate to their age and ability.*

## **5.2 Key Stage 1** – encompasses the Year 1 and Year 2 classes.

The curriculum for this Key Stage is based on the guidelines of the National Curriculum documents. Literacy and Mathematics are given priority within the timetable and core skills are embedded across the curriculum. Some subjects, such as Science, History, Geography and Religious Studies are taught discretely, however. There are strong links between subjects, and pupils see their work as being connected, relevant and purposeful.

## **5.3 Key Stage 2** - encompasses the Years 3 to 6 classes.

During this Key Stage there is evidence for organised, logical thought. There is the ability to perform multiple classification tasks, order objects in a logical sequence and comprehend the principle of conservation. The pupil's thinking becomes less transductive and less egocentric. The pupil is capable of problem-solving. There is slightly less emphasis on Literacy.

## **5.4 Key Stage 3** - encompasses the Year 7 and Year 8 classes.

The curriculum in Years 7 and 8 aims to facilitate the development of pupils from one stage of cognitive development (the concrete) and into another (the abstract). The former is characterised by a concentration on the acquisition of basic skills in language, literacy, numeracy and information technology; the latter by the development of skills of conceptualisation, analysis, reasoning and the application of basic skills over a wider range of experience. In this way, pupils can begin to appreciate the wider world, to develop notions of their place within it and their contribution to it. The key elements in this phase of the curriculum are:

- A continuing emphasis on the development of basic skills
- A continuing emphasis on assessment for learning techniques
- The development of independent thought, not only by teaching and learning opportunities, but also by an increasing amount of co-curricular and wider school initiatives

The Key Stage 3 curriculum is based on formative and summative assessing of students throughout Year 7 and 8 by way of a credit system. The credit system shifts the focus from a final exam to continuous growth and the process of life-long learning skills that would be continually assessed throughout the two years of KS3.

### **Organisation and planning**

The curriculum is in three phases:

1. A Long-term Plan for each Key Stage which indicates what topics are to be taught in each term. This long-term plan is reviewed on an annual basis.
2. Medium-term plans: clear information is provided on the objectives and teaching strategies for each topic. There is specific planning and schemes of work for subjects that offer 2 or less lessons per week through medium-term plans.
3. Our short term (weekly) plans are written on a weekly or daily basis setting out the learning objectives for each session, and identifying the resources and activities used in the lesson and any scaffolding required.

All planning ensures teaching is pitched high and scaffolded for those who need it.

In EYFS, a topic-based approach to curriculum planning is adopted. Planning is coherent and ensures full coverage of all aspects of the Early Years Outcomes Statements appropriate to each child and planned next steps provision.

In Key Stages 1 and 2 a combination of discrete and cross-curricular planning is done. Coherent and full coverage of all aspects of core and foundation subjects occurs, and there is planned progression in all curricular areas.

In Key Stage 3 a secondary approach to learning is adopted. Subjects are timetabled and taught by subject specialists in English, Mathematics, Science (Biology, Chemistry, and Physics), French, History, Geography and Religious Studies, Art, Music, Technology, Computing, PE, PSHEE, Drama and Kiswahili.

### **Assessment**

Formative and Summative Assessments take place in every year group throughout the academic year. This information is used to inform curriculum planning for class, group and individual teaching and is conveyed to parents and other members of staff as appropriate. GL Assessments – in English, Mathematics and Science take place annually from Year 2 to Year 8. Cognitive Ability Tests (CAT) are administered in Year 5 and 7.

Pupils' achievements are shared as part of the transition process to the next Key Stage and used to support dialogue with the relevant staff throughout the year as well as at the point of transition. Communication between teachers regarding progress is key throughout the School.

If a pupil is not progressing as expected, the teacher, tutor or SENDCo will discuss the concern with parents at the earliest opportunity. If there is no improvement, this will be escalated to the Assistant Head Academic and then the Deputy Head (Academic).

End-of-year examinations take place for Year 8 pupils. The purpose of these is to prepare students; developing the skills of revision and long-term memory recall.



**YEAR GROUP COVERAGE – periods are of a 55-minute duration**

**Year 3**

Subjects	Mathematics	English	Science	French	Humanities	RS	Music	Art/DT/FT	Swimming	Computing	PSH EE/ Kiswahili	PE	Total
periods	5	7	2	1	2	1	1	2	1	1	1	1	25

**Year 4**

Subjects	Mathematics	English	Science	French	Humanities	RS	Music	Art/DT/FT	Swimming	Computing	PSH EE/ Kiswahili	PE	Total
periods	5	7	2	1	2	1	1	2	1	1	1	1	25

**Year 5**

Subjects	Mathematics	English	Science	French	Drama	Humanities	RS	Music	Art/DT/FT	Computing	PSH EE/ Kiswahili	PE/ Swimming	Total
periods	5	6	2	1	1	2	1	1	2	1	1	2	25

**Year 6**

Subjects	Mathematics	English	Science	French	Drama	Humanities	RS	Music	Art/DT/FT	Computing	PSH EE/ Kiswahili	PE/ Swimming	Total
periods	5	6	2	1	1	2	1	1	2	1	1	2	25

**Year 7**

Subjects	Mathematics	English / Drama	Science	French	Humanities	RS	Music	Art/DT/FT	Computing	PSH EE/ Kiswahili	PE/ Swimming	Total
periods	4	5	3	2	3	1	1	2	1	1	2	25

**Year 8**

Subjects	Mathematics	English/ Drama	Science	French	Humanities	RS	Mus ic	Art/DT/FT	Computing	PSH EE/ Kiswahili	PE/ Swimming	Total

period												
s	4	5	3	2	3	1	1	2	1	1	2	25

## 5.5 Co-ordination of the curriculum

The Deputy Head (Academic) is charged by the Head to oversee and ensure the co-ordination of the curriculum. Heads of Departments are responsible to the Deputy Head (Academic) for the co-ordination of their subject areas. The Assistant Head Primary and subject Heads of Department ensure that the curriculum is followed.

Clear departmental policy and guidance, including schemes of work, are included in departmental policy documents.

Heads of Department are responsible for ensuring that departmental policy on curricular matters is followed throughout their subject areas.

Heads of Department should meet regularly with Senior School counterparts.

### Pupil placement and setting

Years 3 and 4	Pupils are placed in mixed ability groups within the class.
Years 5 and 6	Pupils are placed in mixed ability groups within the class. Some setting may take place in English and Mathematics.
Years 7 and 8	Numeracy lessons are set across the year. Other subjects are set in bands according to timetabling.

Pupils are placed in Tutor groups for Tutor time. These groups, containing a mix of pupils from across the ability sets in Years 7 and 8, are set according to Houses.

Set changes may occur at other times during the academic year if it is beneficial.

In all cases, the delivery of the curriculum is rigorous and demanding, with learning scaffolded to ensure understanding.

## 5.6 Scholars

Each year the Senior School advertises scholarships. Students are entitled, after seeking the advice, to enter for the scholarship examination. A short list is created based on learning outcomes and names are put forward to Senior School. This opportunity is also open to external candidates.

Scholarships are available in the following categories: Academic, Art, Sport, Drama, Music and All-rounder as well as Head's Award.

The Altiora Peto Programme is in place to extend, challenge and support the more able, gifted and talented pupils. The programme stretches and challenges the pupils in their area of expertise, offering them more opportunities to perform, train and challenge themselves. It also aims to prepare them for a possible scholarship at 13+, though this is not guaranteed.

### Preparation

The Deputy Head (Academic) collates all the information concerning potential Year 8 scholars in partnership with the Altiora Peto Coordinator. Preparation sessions for scholars are held to help maximise their chances of gaining an award.

## **Entry to St. Andrew's Senior School**

Every effort is made for all Year 6 pupils to transition to the Senior School. 'Conditional' places into the Senior School at the end of Year 6 and/or 8 may be offered based on overall academic record, end-of-year assessments, behaviour and attitude, and contribution to life of the School.

For any Year 6 student forecast to struggle with the Senior School curriculum, conversations will be had with parents and help put in place to support them to meet the entry criteria. This will be repeated in Year 7.

For transition to Senior School, Year 8 the pupil data will be drawn up by the Deputy Head Prep (Academic) and presented to the Deputy Head Senior (Academic) and associated team. Together they will discuss individual pupils who do not yet meet the level expected for a guaranteed place to be offered. These pupils will then be supported and closely monitored. It is assumed that the vast majority will make the necessary standard; but in individual cases, families may be advised that in the best interest of their children, alternative schools are considered.

Final decisions on acceptance to the Senior School will be made by the Senior School Head.

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