

Curriculum policy

Author(s)	Deputy Head Teaching and Learning.
Review body	Education, Pastoral, SEN, Spiritual
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Date of review	September 2024
Date of next review	September 2025
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
05-08-2024	Removal 'most able' policy Regular, scheduled planning and review meetings.	CLW
05-08-2024	Addition Middle School academic co-ordinator (year 3-5)	CLW
05-08-2024	PSHE paragraph amended, removal of heads of school. Addition of Cr8tive materials.	CLW
05-08-2024	Most able --> highly attaining (pg 10)	CLW
05-08-2024	Addition and Learning and Head of Little Prestfelde (monitoring EYFS)	CLW
09/09/2024	Addition 'We are awaiting the final DfE guidance following the consultation period in 2024. '	CLW

19/09/2024	Prep policy summarised, with reference to 'see Prep policy'	CLW
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1. Curriculum Principles

- To provide a broad, enriching and balanced curriculum, which builds upon previous knowledge, to ensure continuity and progression.
- To provide spiritual, moral, social and cultural development, taking account of cultural and other differences in the backgrounds of pupils and, where possible, using these to enhance teaching and learning, taking pride in the promotion and teaching of traditional British values.
- To develop pupils' key skills, through the development of their characteristics of learning, aptitudes of communication, application of number, information technology, working with others, evaluating and improving their own learning and performance, problem solving, endeavor and critical thinking.

Curriculum Aims

- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support;
- Provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- Provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils;
- Provide a curriculum which considers, supports, and respects the protected characteristics of each child (age, disability, gender, race, religion or belief, sexual orientation).
- Develop individuals with enquiring minds, thinking skills, self-respect, self-discipline and positive attitudes;
- To create an interactive and stimulating learning environment where expectations of the highest possible standards become the pupil's aspirations.
- To promote a positive attitude towards learning.
- To provide a balanced, challenging and stimulating curriculum whereby, pupils can acquire, develop and apply a broad range of knowledge, skills and understanding;
- To prepare children for entrance examinations and Scholarships for their chosen schools.
- To enable children to develop high self-esteem and to be able to live and work co-operatively with others.
- To enable children to develop a respect for others and their property.
- To help children to be mentally and physically fit and regard sport, physical exercise and diet as an important part of a healthy and well-balanced lifestyle.
- To develop independent learners who are confident in the use of new technology, have the skills to access knowledge and develop their practical and problem-solving skills.
- To develop the ability to discuss, reflect on and evaluate learning experiences.
- To develop pupils' independent learning skills and resilience, to equip them for future education

- To promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study which the school has chosen to follow.

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.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Statutory framework for the early years foundation stage which is effective from September 2023.

3. Roles and responsibilities

3.1 The governing board

The curriculum committee will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

- The school implements the relevant statutory assessment arrangements (EYFS).
- It participates actively in decision-making about the breadth and balance of the curriculum.

3.2 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, are in place.
- 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 the required elements of the curriculum is adequate and is reviewed by the governing board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment are effective in supporting every child's progress.
- The governing board is fully involved in the decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board is advised on whole-school targets in order to make informed decisions.
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Deputy Head Teaching and Learning supported by heads of department, is responsible for managing and reviewing

- The quality of teaching.
- The attainment and trajectory for each subject from 3-13 years.
- The time allocated to the teaching in each year group.
- Marking and assessment policy.
- Examinations, internal and external.
- Homework/prep.
- Learning support policy.
- Termly progress meetings

Heads of Department

Deputy Head Teaching and Learning

Head of Little Prestfelde – EYFS and KS1

Assistant Head Operations – KS2 and KS3

Head of Department (subject leaders) KS3

Middle School academic co-ordinator (year 3-5)

Heads of department are responsible for the strategic lead and direction in the subject, to:

- Provide and annually review aims and objectives for the subject. Targets will consider but not be limited to staff, pupils and resources.
- Produce subject documentation including development plans. Subject development plans should be regularly reviewed and evaluated by the subject team and adjusted according to progress and achievement.
- Ensure continuity of learning and development across the whole school.
- Produce and publish on the School Learning platform (Firefly) and the intranet departmental plans and an annual overview. See Firefly Policy expectations.
- Establish resource and budget requirements.

4. Organisation and planning (IMPLEMENTATION)

- EYFS

[See separate EYFS Policy](#)

Nursery and Reception within Little Prestfelde follow the statutory guidance set out by the government called the 'Early Years Foundation Stage' (September 2023)

Within this, we provide learning opportunities throughout our continuous provision and a range of planned focused learning activities to promote the learning and development throughout all areas of the EYFS.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

[See Curriculum planning rational](#)

Little Prestfelde and Middle School KS1 + 2

There are two parallel classes in each year group, teachers plan collaboratively for the year group and while content and approach may vary slightly, every pupil will have covered the essential work by the end of the year.

Lessons are predominantly taught by class/form tutors, with the exception of PE, games, French, Music and within Middle School, Art, D+T and Latin.

In **English** is taught using the 'Write Stuff' strategy. Pupils learn fiction and non-fiction texts, through drama and role play activities, they are taught the features of the genre of writing and grammar through these lessons. There is a daily phonics lesson, weekly spelling lesson and spelling activities alongside weekly guided reading sessions and daily individual reading, linked to the children's phonics developmental stage. Pupils will have weekly spelling and reading homework.

[See Reading at Prestfelde policy](#)

Pupils have a daily **Maths** lesson. They are taught key maths skills (concrete, pictorial, abstract) and lessons are planned to give pupils the opportunity to use and apply these skills. Pupils have weekly maths homework. They are expected to regularly revise times tables and related division facts.

[See Maths at Prestfelde policy](#)

Science, History, and Geography, alongside Art, D&T, Music are taught through a topic and skills-based approach following the objectives in the National Curriculum framework 2014 and the trajectory of expectations for Prestfelde- see KPI expectations for each subject.

- Development of children's Cultural Capital is considered through our SMSCD Spiritual, moral, social and cultural development, alongside our Religious Studies and PSHE medium term planning.
- Overview throughout the school which links to the whole school British and Christian values, Christian teachings and Multi-cultural focus.
- PSHE is a requirement of the school curriculum. PSHE is covered in dedicated syllabus time, predominantly using SCARF and Cr8tive resources, is embedded in subject teaching, and may be covered in extra-curricular time.
- Sex and relationship education is taught throughout Prestfelde School following the SCARF and Cr8tiver resources program but tailored to our school's needs following parent consultation.

We make use of objectives from the National Curriculum Key stage 1+2 framework together with the Creative Curriculum milestones for skills development. The curriculum is delivered through a topic-based approach which teaches subjects through a context across the curriculum.

Long term planning

Long term plans are created with reference to the Prestfelde trajectory of expectation of knowledge and skills for each year group. (KPI) This is with reference and in response to the tracking and

attainment of the individual children. This way of working ensures continuity and progression across the school.

Curriculum Mapping

Curriculum mapping enables an overview of coverage Year 1 – 8 throughout each subject across each half term, term and academic year for each year group. This enables oversight of coverage and ensures a collective understanding of focus across subjects.

Senior School

School policy is to lay firm foundations in a wide range of academic subjects, but the main emphasis in the pupils' education is on English, Maths and Science, the National Curriculum core subjects. Foundation subjects (Art, Drama, French, Geography, History, Music, PE, Religious Studies and Design Technology, and Latin if possible) are also taught.

Prestfelde's Senior School syllabus is an enrichment of National Curriculum and the Common Entrance and Scholarship examination syllabus. We offer a Scholarship programme, where learning is accelerated, enabling children to gain academic awards from their Senior School of choice.

PSHE is a requirement of the school curriculum. PSHE is covered in dedicated syllabus time, is embedded in subject teaching, and may also be covered through additional enrichment activities. The head of PSHE will produce a termly topic plan for each year group with learning objectives, suggested activities and resources. The syllabus followed caters for developing effective learners, respecting each other, raising awareness to the global perspective and potential career options as requested in the Career guidance and inspiration for schools alongside RSE (September 2021). We are awaiting the final DfE guidance following the consultation period in 2024. Please refer to the PSHE and RSE Policy.

English - teaching develops the pupil's communication skills and increases their command of language through speaking, listening, reading and writing. See whole school Literacy policy.

Mathematics – helping pupils to make calculations, to understand and appreciate relationships and patterns of number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of different ways, including practical activity, exploration and discussion.

ICT- teaching focusses upon the teaching of ICT skills to equip children in contributing positively to their personal and future economic well-being. The skills taught within these lessons will then be transferred and consolidated to support and enhance the teaching and learning through other subjects.

Science – The teaching is concerned with increasing pupils’ knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry, for example observing, forming hypotheses, conducting experiments and recording their findings.

Technology, we teach design technology and information technology. Both areas develop the ability to plan and communicate ideas, the pupils develop their skills in construction, and each develop skills to reflect and evaluate the project.

Humanities subjects teach about people and their environment, and how human action, now and in the past has influenced events and conditions. Our history and geography syllabus’ for Common Entrance explore these areas.

Physical – The area develops the pupils’ physical control and coordination as well as their tactical skills and imaginative responses. We encourage and help them to develop skills in evaluating and improving their performance. Our pupils gain a sound knowledge of healthy eating, and the importance of physical fitness on health.

Aesthetic and creative – we teach the process of making, composing and inventing. There are aesthetic and creative aspects in many of our subjects and areas of school life. Music, Drama and Art and often further explored through literature provide opportunities for personal, imaginative and often practical response.

Religious Studies is taught as a way of providing human and social education and promoting a deeper understanding of spiritual, moral, social and cultural development.

Chapels are planned through our SMCS D Spiritual, moral, social and cultural development overview throughout the school and links to the whole school British and Christian values, Christian teachings and multi-cultural focus.

Sex and relationship education is taught throughout Prestfelde School following the SCARF and Cr8tive programme with some adjustments to ensure the programme is suited to our children.

The curriculum for Years 6 to 8 is taught through 8 x 40-minute lessons per day. The timetable is organised on a weekly basis, with the curriculum mirroring an enriched version of the National Curriculum, meeting the requirements of the common entrance syllabus and scholarship entrance for senior Independent Schools, and the entrance examinations requirements for State grammar schools. To this end, a scholarship group is established in year 8.

Pupil's groupings follow the groupings policy; there are a number of different groupings with clear reasoning behind them. Ability and mixed ability groups are taught in the Senior School. Mathematics is primarily taught in ability sets. Please see setting policy.

PREP

See separate prep policy.

Children will receive prep from the Summer Term of Year 2. The quantity, frequency and content of prep will be related to the age and ability of the child, more details are included in the Prep policy.

5. Equal Opportunities

The school considers it important to provide a range of experiences and an environment that will instill in pupils a positive outlook towards people in our society whom they see as different from themselves. Prestfelde aims to demonstrate through its work and through its social activities that it positively values and respects pupils of all ethnic origins/racial groups, religions, cultures, linguistic backgrounds and abilities. Pupils are positively encouraged by staff to participate in all activities that are appropriate to their age.

6. Inclusion

Prestfelde is committed to giving all pupils every opportunity to achieve the highest possible standards, regardless of age, gender, ethnicity, attainment or background. Teaching and learning, achievements, attitudes and well-being of every child are important; we follow the necessary regulations to ensure that we take the experiences and needs of all pupils into account when planning for learning, by providing a level playing field in every lesson across the curriculum e.g. using tool kits, assistive technology, dyslexia friendly environments and over learning opportunities.

See Support for Learning Policy

Support for learning

[See Support for learning policy](#)

There is additional specialist teaching and excellent learning support throughout the school at all levels. Changes to the arrangements for Special Educational Needs came into force in September 2014 with the implementation of provisions for Children and Families Act 2014 and the SEN and Disability Code of Practice, 0-25 years (2014 SEND Code 2014) Prestfelde adheres to these acts and all recommendations given.

See Support for Learning policies, Accessibility Policy, Equal Opportunities Policy,

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

- 'Highly attaining' pupils
- Pupils with low prior attainment
- Pupils with SEN

- Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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 statement of equality information and objectives, and in our SEN policy and information report.

7. Monitoring arrangements

The Senior Leadership and Management teams monitor coverage of subject learning outcomes and compliance with EYFS statutory requirements through:

- Quality of teaching and learning
- Review of the requirements of Common Entrance and Scholarship syllabus'
- Planning scrutiny
- Academic / Head of Subject review meetings
- Book scrutiny
- Observations/ learning walks
- Assessment and attainment outcomes in line with the expectations for year groups.
- Visits to other independent and Maintained schools to moderate outcomes
- Termly Governors curriculum committee meetings
- Woodard quality visits

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Review of subject attainment
- Planning scrutiny
- Learning walks,
- Book scrutiny
- Prep scrutiny
- Use and impact of Firefly to enable independent learning

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.



This policy will be reviewed annually by the Deputy Head Teaching and Learning in conjunction with the Academic Committee. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy

- Assessment and Reporting policy
- SEN policy and information report
- Equal Opportunities policy
- Most Able policy
- Firefly policy
- Prep policy
- Setting policy

APPROVED DATE	1 st September, 2024		
REVIEW DATE	1 st September 2025		
SIGNED HEAD		PRINT NAME	Nick Robinson
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain