Curriculum Policy Including EYFS

Abbotsford Preparatory School

1. Introduction

Our policy reflects the DfE guidance, in particular the National Curriculum (DfE, 2014), 'Early years foundation stage statutory framework for group and school-based providers' (DfE 2025) and 'Special educational needs and disability code of practice: 0 to 25 years' (DfE, 2015).

This policy should be read in conjunction with the policies listed below:

- Teaching and Learning
- Non-Discrimination and Inclusion
- PSHCE
- RSE

Our school's curriculum is all the planned activities that we organise to promote learning, personal growth and development. The curriculum is designed taking into consideration the local and national environment during a period of sustained reform and also includes a variety of extra-curricular and vocational activities to enrich the students' whole learning experience. Our curriculum considers the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. Our curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This policy is related to the curriculum for full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.

- that pupils acquire speaking, listening, literacy and numeracy skills.
- personal, social, health and economic education which–
    - reflects the school's aim and ethos; and
    - encourages respect for other people, paying regard to the protected characteristics set out in the 2010 Act
- in EYFS, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- that all pupils have the opportunity to learn and make progress, and effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

At our School, we seek the highest standards of attainment for all our students. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our students, and to help students become independent learners. Above all we believe in equipping pupils with learning skills that will support them during their education and beyond.

2. Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the School achieves its objective of educating students in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of our school, upon which we have based our curriculum are.

- we value student's uniqueness, we listen to the views of individual students, and we promote respect for diverse cultures.
- we value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- we value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community
- we value the rights enjoyed by each person in our society. We respect each student in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our students.
- we will strive to meet the needs of all our students, and to ensure that we meet all statutory requirements regarding inclusion.
- we value our environment, and we want to teach our students, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3. Aims

The aims of our school curriculum are:

- to enable all students (of all ages and aptitudes, including SEND) to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that students enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach students the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable students to be creative and to develop their own thinking;
- to teach students about the developing world, including how their environment and society have changed over time;
- to prepare pupils for the opportunities, responsibilities and experiences of life in British society;
- to help students understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable students to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the School Agreed Syllabus for Religious Education;
- to enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- to help students understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- to enable students to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

4. Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each year. We review this long-term plan on an annual basis.

Through our medium-term plans i.e. termly and half-yearly we give guidance on the objectives and teaching strategies for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

The curriculum is built around the needs of the students. We plan the activities carefully, so that there is coherent and full coverage of a range of all aspects of the subject so students can access a range of learning experiences that challenge, stimulate and promote learning to provide continuity and progression.

In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the activities carefully, so that there is coherent and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

In Key Stages 1 & 2 we teach the foundation subjects separately, often using specialist teachers. In Key Stage 2 the foundation subjects are taught as individual subjects. We strive to provide a balanced curriculum and give each Foundation subject equal teaching time, usually an hourly block per week. French is taught as a curriculum subject from Key Stage 1 and Sanish in Key stage 2.

5. The Curriculum and Inclusion

The curriculum in our school is designed to be accessed by all students who attend the school. If we think it necessary to modify some students access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If students have special needs or additional learning requirements, our school does all it can to meet the individual needs. If a student displays signs of having special needs, then their teacher assesses this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the student's needs, within normal class organisation. If a student's need is more severe, they will receive additional help from the teacher and Learning Development Department to meet their specific learning needs. We always provide additional resources and support for students with special needs.

The school provides an Individual Educational Plan (IEP) for each of the students who are on the special needs register. This sets out the nature of the special need or concern and outlines how the School will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each student at regular intervals.

We are committed to meeting the needs of students in our school who have disabilities, as we are to meeting the needs of all groups of students within our school. The school believes in equal opportunities for all. All reasonable steps are taken to ensure that these students are not placed at a substantial disadvantage compared to non-disabled students. Teaching and learning are

appropriately modified for students with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing student's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.

Each half term in the reception class the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7. The Role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor students' progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the School, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

8. Careers

The School endeavours to:

- prepare students for life post-education;
- develop an understanding of different career paths and challenge stereotypes;
- develop an understanding of the differences between school and work;
- inspire students to chase and achieve their dreams;
- offer targeted support for vulnerable and disadvantaged young people;
- instil a healthy attitude towards work.

The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. The school will engage with local employers, businesses and professional networks, inviting visiting speakers, as appropriate. The school will provide events to

support career choices and aspirations including business related activities and projects, for example: by inviting professionals into school to talk about there career

10. Monitoring and Review

The Headteacher is responsible for organisation and monitoring of the way the school curriculum is implemented. Each subject is reviewed on a two-yearly cycle.

Subject leaders monitor the way their subject is taught throughout the school. They examine medium or short-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. A subject leader will monitor assessment procedures in their subject.

This policy is monitored by the Headteacher and will be reviewed every year, or before if necessary.

Date	Position	Name of Reviewer	Date of Next Review
August 2025	Headteacher	Mrs C Howard	August 2026
August 2025	Proprietor	Mr A Khan	August 2026