



## CURRICULUM POLICY

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**Date Policy Reviewed:** 02 December 2023

**Date of Next Review:** 01 December 2024

**Person(s) Responsible for Review:** SLT (VE)

### DEFINITION

The curriculum is the planned allocation of teaching and learning opportunities, including trips and visits and the designated content for each subject to each age group throughout the School. The School (Governors and Senior Leadership Team) ensures that there is a written policy on the Curriculum, supported by appropriate plans and schemes of work, from EYFS to Y6.

We recognise that a full-time supervised education for pupils of compulsory school age, constructed in accordance with Section 8 of the Education Act 1996(a), is a requirement and the pupils' entitlement. The programmes of study from the National Curriculum (2014) are used as a starting point from which relevant plans and schemes of work are developed to ensure pupils have plentiful experiences to develop their linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. The plans and schemes of work take into account the ages, aptitude and needs of all pupils, including the most able and pupils with an EHC (Education, Health & Care) Plan. Where a pupil has an EHC Plan, the education will fulfil its requirements.

For the pupils below compulsory school age, 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 will be planned using the Development Matters and Characteristics of Effective Learning from the Early Years Foundation Stage (2021) towards the Early Learning Goals of the Early Years Foundation Stage Profile 2021.

The Manor provides a programme of activities appropriate to the needs of the pupils. This range of experiences is provided in several ways:

- Through discrete lessons in all areas of Literacy, Numeracy, Science, History, Geography, RE, Computing, PE and Sport and a broad range of aesthetic and creative subjects and activities
- Through seeking to plan, in our teaching, opportunities to include experiences of all the above across the curriculum, so that knowledge, skills and understanding are transferable



- Through fostering a whole-school ethos that incorporates learning opportunities in the areas outlined above throughout all facets of school life, including those which occur outside the classroom.

Throughout the School, social, emotional development, positive behaviour and respect for Fundamental British Values are actively promoted across the curriculum and explicitly through the teaching of Learning for Life (Personal, Social, Health and Economic Education and Personal, Social and Emotional Development), Religious Education and the consistent implementation of our School Behaviour Policy, as well as in Assemblies, Form Times and Circle Time.

The School (Governors and Senior Leadership Team) ensures that there are appropriate plans and schemes of work for Learning for Life (Personal, Social, Health and Economic Education and, for the Early Years, Personal, Social, Emotional Development) which reflect the School's aims and ethos and which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act. The School ensures that the pupils receive effective preparation for the opportunities, responsibilities and experiences of life in British society.

The school aims for all its pupils to learn and make good progress. This includes those with special educational needs and/or disabilities; those for whom English is an additional language; the most able and those pupils who have other particular needs such as those who perform a caring role at home as young carers (the school will decide on the additional actions required to ensure these pupils receive the support they need to achieve educationally while taking into full consideration the impact of their caring responsibilities).

The school is committed to promoting the effective acquisition of knowledge, skills and understanding in speaking, listening, literacy and numeracy. All pupils have the opportunity to learn and make progress. All pupils are given adequate preparation for the opportunities, responsibilities and experiences of adult life.

Further details of the content and delivery of each curriculum subject can be found in each subject's Departmental Handbook. The EYFS Handbook covers the whole curriculum.

### **The Manor's Aims and Ethos**

The ethos of the School is based on core values shared by the staff and clearly communicated to the children daily through teaching, discussion and example. These values are our guiding principles in setting the aims and objectives of our community and in evaluating our performance.

### **Our Aims Are To:**

- Cherish each child as an individual.
- Enthuse children with a love of learning and the desire to make the very most of their abilities and opportunities.



- Offer a caring yet challenging environment in which children are given the courage to learn from their mistakes and develop resilience.
- Foster a sense of self-worth in each child.
- Promote respect for different life-styles, cultures and religions.
- Develop a sense of individual responsibility towards others and the environment.
- Create a community which reflects the ethical and moral framework of our Christian foundation and to promote the pupils' spiritual and moral development.
- Inspire pupils to play a positive role in contributing to the life of the School, the wider community and beyond.
- Promote the intellectual, social, mental, emotional, economic and physical development of pupils.
- Actively promote Fundamental British Values – [Policies](#)
- Ensure that the quality of the school environment and the overall atmosphere reflect the high standards expected of pupils.
- Make a childhood at The Manor as positive and happy as possible.

Our broad school ethos is to 'Challenge, Cherish and Inspire' all of our children.

At The Manor, the school curriculum is underpinned by these core values along with the more child-friendly Manor Values:

- Be respectful
- Be brave
- Be gentle
- Be kind and helpful
- Be conscientious and work hard
- Be a good listener
- Be honest

The curriculum is the means through which the school achieves its objective of educating children in the knowledge, skill and understanding which they will need in order to lead fulfilling lives. Our curriculum is designed to fulfil the aims of our school and to provide opportunities for all our pupils to learn, to achieve and to make progress. Our curriculum is firmly rooted in the values of our school as described in our Aims and we therefore seek to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life (referred to as Learning for Life on the timetables). The school's Personal, Social and Health and Economic Education (Learning for Life) reflects the school's aims and ethos.

Our education is designed to provide the basis for preparing pupils for the opportunities, responsibilities and experiences of adult life.



## **Aims of the School Curriculum**

The aims of our school curriculum are:

- To enable all children to learn, make progress and develop their skills to the best of their ability
- To provide an age appropriate, accessible education for all pupils in the school;
- To challenge each child at a relevant level, taking into account their individual starting points, including those with special education needs and/or disabilities, those with an Education, Health and Care Plan or Individual Support Plan, More Able pupils and those for whom English is an additional language. A child's academic/developmental starting point is ascertained from their initial 'taster' day/visit during which children are assessed in Maths and English as well as spending time in an age appropriate class. Taster Visits for entry into the Early Years are play-based.
- To fulfil all requirements of the National Curriculum of England 2014 and the Learning and Development requirements of the Early Years Foundation Stage (EYFS) 2021.
- To promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To help children understand Britain's cultural heritage and to actively promote the Fundamental British Values of democracy and mutual respect and tolerance of those with different faiths and beliefs to equip them with positive attitudes towards those they encounter in their school education and in future years, as well as the rule of law and individual liberty. This involves helping children to understand the importance of truth and fairness so that they grow up committed to policies ensuring equal opportunities for all. They will have respect for themselves and others, have high self-esteem and be able to live and work cooperatively with others. The delivery of the curriculum will teach children to have an awareness of their own spiritual, moral, social and cultural development, and to understand right from wrong. It will provide personal, social, health (physical and mental) and economic education which reflects the school's aims and ethos.
- To have plentiful opportunities across a range of experiences including:
- **Linguistic:** This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing in English as well as other languages, notably French.
- **Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in 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 ways, including investigative practical activities, exploration and discussion.
- **Scientific:** This area 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.

- **Technological:** These skills include the use of information and communication technology (Computing); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products (Design Technology, Food Technology and Drama).
- **Human and Social:** This area is concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions. The subjects of History and Geography (in KS2) and Humanities (in KS1) make a strong contribution to this area.
- **Physical:** This area aims to develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils acquire knowledge and understanding of the basic principles of fitness and health.
- **Aesthetic and Creative:** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including Art, Design Technology, Music, Drama and the study of literature because they call for personal, imaginative, and often practical, responses.

## **Planning and Organisation**

A long-term curriculum overview is agreed and reviewed annually by the Head, Deputy Head Academic and Governors with academic responsibilities. This indicates which topics are to be taught in each term, and to which groups of children.

In our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic. 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. Planning is carried out collaboratively between the teachers of each year group to ensure parity across the classes in that year group.

The policies and schemes of work for individual subjects are available to all staff on Google Workspace *All Subjects* and, in the case of Learning for Life (Personal, Social, Health and Economic Education and Personal, Social and Emotional Development), on Google Workspace *All Policies* and also the school website <https://www.manorprep.org/about-us/policies/>.

In the Early Years Foundation Stage, the approach to teaching and learning is led by the interests of the children where possible. Play is given high regard as a context for pupil enquiry, development of independence and consolidation of adult-led learning. In accordance with the relevant curriculum documents, Early Years teachers can determine an appropriate balance of child-led and adult-led learning experiences for the children. The Long Term curriculum overview is used to guide the selection of topics to cover each term. Medium Term and weekly plans are then created to



enable learning in all 7 areas of the EYFS facilitating a balance of child-led and adult-directed activities.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout all learning experiences across all areas in the EYFS, the Characteristics of Effective Learning are promoted and observed.

- Playing and exploring
- Active learning
- Creating and thinking critically

Summer born EYFS Profile results are submitted to the Local Authority at the end of the Reception year. All Profiles together with a summary on the characteristics of learning are shared with parents and forwarded to the Year 1 Teacher.

At Key Stage 1, we have an interdisciplinary topic approach for curriculum planning in Science, Computing and the foundation subjects to build upon and continue seamlessly from the Early Years. At Key Stage 2, we teach all core and foundation subjects separately. However, where potential connections in learning emerge, planning takes on a cross curricular approach to maximise opportunities for pupils to transfer, assimilate and apply knowledge skills and understanding.

Our curriculum planning is broad and balanced. We plan the curriculum carefully, so that there is coherence and coverage of the National Curriculum of England and the Early Years Foundation Stage (EYFS) and there is planned progression in all curriculum areas.

In addition, some of the principles that are borne in mind when planning the curriculum are as follows:

- **Pupils' entitlement to a broad and balanced, imaginative and creative curriculum**
- **Breadth and Balance**
  - how the different subjects contribute towards children's whole curriculum experience
  - how the subjects are planned to ensure breadth and balance within each Key Stage. This includes the different areas of learning within EYFS.



- **Access/Differentiation**
  - how the details of activities ensure access to the curriculum for all
  - how these ensure all pupils reach their potential
- **Continuity**
  - across the Key Stage
  - with previous and following Key Stages
  - transition across the Key Stage and from one stage to another eg from EYFS to KS1
- **Progression**
  - building on previous experiences
  - developing a greater depth and range of knowledge, understanding and skills
  - planning for more challenging material and activities
- **Coherence**
  - a vision of pupils' development in the subjects
  - linking subjects or units of work to facilitate holistic learning
- **Monitoring and Evaluation**
  - collecting observations and other evidence to support individual progress
  - agreeing strengths, weaknesses and ways forward
  - involves regular review

## **Inclusion**

The curriculum is designed to provide access and opportunity for all children who attend the school to achieve and make progress. Careful planning ensures that the needs of all learners are met, including those for whom English is an additional language in the classroom environment, those pupils with an EHC plan and children with special educational needs and/or disability. The Manor's SEND/Learning Support policy supports this. If a child has a special educational need and/or disability, The Manor will make reasonable adjustments to meet these individual needs. If any indication of special educational need and/ or disability is observed, a Referral Form will be raised via Section Meetings. The SENCO will work with Heads of Section, the Deputy Head Academic and parents and an Individual Support Plan will be implemented. In some cases, this will lead to further assessment and referral. The continuous cycle of assess, plan, do, review ensures that wherever possible, there are no barriers to every pupil achieving.

## **More Able (Gifted, Able and Talented)**

For further details, please see the relevant whole school policies: - the SEND/Learning Support Policy, More Able and English as an Additional Language Policy on The Manor website <https://www.manorprep.org/about-us/policies/>



## Teaching

At The Manor, our teaching aims to provide a broad and balanced curriculum for **all** our pupils with subject matter and activities appropriate to their age and aptitude. In planning and teaching our curriculum, we have due regard to the following principles:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs (including ensuring that suitable education is provided for children with statements)
- Overcoming potential barriers to learning and providing assessment for individuals and groups of pupils.

At The Manor, we recognise that all children need the support of parents and teachers to make good progress in school. We strive to build links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Teachers are given considerable freedom as professionals to develop appropriate approaches to teaching, according to the needs of the children and the demands of the subject curriculum. French, Latin, Art, DT (including Food Technology), Drama, Music, Forest School, PE and Sport are taught by specialist teachers. A balance is expected to be struck between whole-class interactive teaching, group work and individual assignments.

The Manor fully supports the principle that young children learn through well-planned play and should be engaging in a balance of structured and open-ended activities, including access to cross-curricular learning opportunities indoors and outdoors. Specialist teachers teach Art, DT (including Food Technology), Music, Swimming, French, Science, Forest School, Drama, Games and PE.

Swimming is taught by specialist teachers in two local pools. Children are ability grouped for swimming in order to ensure children make as much progress as possible. Science is taught by specialist teachers in Years 5 and 6 in a designated Science Lab. Children are grouped by ability in Maths from Year 3 to 6.

Learning for Life is a timetabled lesson, which follows the 'Jigsaw' programme, in addition to all those opportunities, such as Assemblies and Circle Time, where it is woven into the thread of the school's week. Statutory Relationships, Sex and Health Education (RSHE) lessons are also taught within Learning for Life. Mindfulness lessons are taught to Year 3 and 4 pupils.

Throughout the EYFS, The Manor plans to provide a broad range of open-ended opportunities for children to learn through play-based self-initiated activities. The planning is organised to promote development in seven areas with the links to the relevant development matters underpinning the focus of adult-led activities. Attention is given to facilitating the development of the Characteristics of Effective Learning throughout all seven areas of learning. In the EYFS a topic is used as a 'vehicle' for planning teaching and learning. The topics are broad to allow the children's interests to be included and the children take the topic in any direction as a result. Apart from



specialist lessons in Music, Library and PE, teaching is cross curricular and not necessarily divided into discrete lessons.

At Key Stage 1 many of the subjects are taught as part of the Creative Curriculum. The Creative Curriculum aims to inspire and motivate children to enquire and learn through active and experience-based topics, to make strong connections between different subject areas and provide a purpose for the work they do. All of this is carefully planned and constructed to ensure that, in spite of the fun, the children learn and practise key skills for successful futures. This approach focuses on inspiring texts and aims to give children a reason for the work they do in class.

At Key Stage 1, the timetable is organised into 9 x 30min periods, i.e. 45 periods in a week.

Individual subjects receive a specific allocation of periods in a week, sometimes as single periods and, more often, as double periods. Whilst the allocation remains over the course of the week, the exact timings may vary depending on the needs and motivation of the children. Class teachers, supported by the Head of Pre-Prep and the Pre-Prep Curriculum Coordinator, will ensure that the allocation is maintained.

Subject	Y1	Y2
Maths	9	9
English (incl. Spelling, Phonics, Reading *, Talk Time & Handwriting)	17	17
Science /Forest school	2	2
Computing	2	2
Humanities	2	2
French	1	1
RE	1	1
Music	2	2
Drama	1	1
Art Design Technology Cookery	2	2
Learning for Life (PSHEE)	1	1
PE and Sport	4	4
Enrichment (Continuous Provision)/Swimming	3	3
Library	1	1
Assemblies	2	2
<b>Total Allocated</b>	<b>50</b>	<b>50</b>



\* Every morning between 8.30am and 9:00 am children may be heard to read by the Teacher, Teaching Assistant, Head of Pre-Prep or a reading volunteer.

At Key Stage 2, the timetable is organised into 10 x 30min periods, i.e. 50 periods in a week. Individual subjects receive a specific allocation of periods in a week, sometimes as single periods and, more often, as double periods. There is flexibility in some year groups, if required, to provide, for example, a whole afternoon of History one week and a whole afternoon of Geography in the next.

Subject	Y3	Y4	Y5	Y6
Maths	9	9	8	8
English (incl. Group Reading, Spelling, Grammar & Handwriting)	11	10	9	8
Science	3	4	4	4
Computing	2	2	2	2
Geography			2	2
History	3	3	2	2
French	2	2	2	2
RE	1	1	1	1
Music	2	2	2	2
Library	1	1	1	1
Drama	1	1	1	1
Art	2	2	2	2
Design Technology	2	2	2	2
PSHEE (Learning for Life)	1	1	1	1
PE and Sport	6	6	6	6
Enrichment /Swimming	2	2	2	2
VR/NVR			1	
Latin				1*
Circle Time				1
Assemblies	2	2	2	2
<b>Total Allocated</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>50</b>



\*VR/NVR until end of Entrance Examinations in January followed by Latin Taster.

## Homework

Homework is set appropriately to relevant Year Groups in order to support the curriculum and to consolidate the children's learning.

Year Group	On-Going throughout the Week					
<b>N</b>	Nursery – Children select and share a Library book that is changed weekly. Reading resources are introduced as and when appropriate for the individual child.					
<b>R</b>	5-10 min Literacy (Phonics/Reading) each day Every child has access to Reading Eggs to supplement their Phonics/Reading Homework					
	Monday	Tuesday	Wednesday	Thursday	Friday	On-Going throughout the Week
<b>Y1</b>	10/15 mins Reading	10/15 mins Reading	10/15 mins Reading	10/15 mins Reading	10/15 mins Creative Curriculum Topic activity & Reading	Access to online activities including Reading Eggs, Numbots etc
<b>Y2</b>	10/15 mins Reading	10/15 mins Reading	10/15 mins Reading	10/15 mins Reading	10/15mins Maths Reading	
	Monday	Tuesday	Wednesday	Thursday	Friday	On-Going throughout the Week
<b>Y3*</b>	20 minutes	20 minutes	20 minutes	20 minutes	20 minutes	Reading, Spelling and Times Tables
<b>Y4*</b>	25 minutes	25 minutes	25 minutes	25 minutes	25 minutes	Reading, Spelling and Times Tables
	Monday	Tuesday	Wednesday	Thursday	Friday	On-Going throughout the Week
<b>Y5**</b>	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes	Spellings, Reading and Mental Maths
<b>Y6**</b>	40 minutes	40 minutes	40 minutes	40 minutes	40 minutes	Spellings, Reading and Mental Maths

\* Y3 and Y4 from: *Mental Maths, Comprehension, Handwriting and Humanities.*  
Online resources: *Bug Club (reading), Active Learn and TTRockstars (Maths).*



*\*\* Y5 and Y6 from: English, Maths, Science, Geography/History/French, Independent Study.*

## **Monitoring**

The Deputy Head Academic has responsibility for the leadership of the curriculum, overseen by the Head and members of the Governing Board with educational backgrounds. The Deputy Head Academic monitors its provision. The curriculum is reviewed through Subject Handbooks, Long and Medium Terms Plans, Lesson Observations, Learning Walks, Work Scrutiny and Curriculum Monitoring by Heads of Subject (Y3-6), Pre-Prep Subject Coordinators and the EYFS Curriculum Coordinator.

The role of the Heads of Subject, Pre-Prep Subject Coordinators and the EYFS Curriculum Coordinator is to:

- Provide a strategic lead and direction for the subject
- Monitor pupil progress and planning in that subject area
- Ensure efficient resource management for the subject
- Support and offer advice to colleagues on issues relating to the subject
- Promote Continuous Professional Development
- Maintain Handbooks
- Responsibility for annual Subject Reviews and Development Plans

It is the responsibility of each Head of Subject, and KS1 coordinators & EYFS curriculum coordinator, to keep up to date with developments in their subject. They will monitor the curriculum plans for their subject, ensuring that there is coverage of the National Curriculum and that progression is planned into schemes of work. Teachers will jointly ensure that progression is continuous across Key Stages and within Sections of the School. They will review the way that the subject is taught in the school and plan for improvement, contributing to the School Development Plan. Class and subject teachers ensure that the curriculum is well-planned and taught, and that the aims are covered for each class they teach.

## **Review**

The curriculum at The Manor is regularly reviewed by Governors in line with the evolving needs of our pupils and the best educational practice. There is a termly meeting of the Education and Welfare Committee which comprises the Head, Deputy Head Academic, Deputy Head Pastoral, Head of Pre-Prep and the members of the Governing Board with educational backgrounds. There is also an Academic Review each September when Heads of Subject and Subject Coordinators have meetings with the Head, Deputy Head Academic and the Academic Governors. The Subject Leaders present:



- a written review of the previous academic year for their subject
- short-term and long-term development plans for their subject

There are many staff meetings devoted to the development and evaluation of the curriculum.

### **Use of language across the curriculum**

We aim to teach pupils in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the principal language of instruction, pupils are taught to recognise and use standard English.

In addition, pupils are taught the technical and specialist vocabulary of subjects and how to use and spell these words. They are also taught to use the particular language vital to understanding and expression in different subjects (e.g. language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments).

### **Use of Computing across the Curriculum**

Pupils are given opportunities to develop their computing capability by using computing tools to support their learning across the curriculum. Creative use of computing is embedded across the curriculum in all appropriate subjects.

### **Health and Safety**

Especially in Design Technology, Computing, Science, Art, and Physical Education (when working with tools, equipment and materials, in practical activities and in different environments) pupils are taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others;
- to manage their environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

Health and Safety is a key focus in all school activities, whether inside or outside the school.

### **Extra-Curricular**

Pupils from Reception to Y6 are encouraged to participate in the wide range of extra-curricular activities provided to stimulate and develop their own personal interests, self-confidence and respect for others. These activities include a wide



range of different sports, Music groups, creative arts and special interest clubs which are reviewed and refreshed each term.

### **Educational Visits and Visitors**

It is expected that every Year Group will undertake at least one educational visit to enrich one of their areas of learning over the course of the academic year. In addition, we welcome visitors or speakers into The Manor to speak to children or to run workshops and activity days.

### **Communication**

Parents are provided with outline Curriculum Maps on a termly basis. Class teachers and, where appropriate, Subject teachers keep parents regularly informed with key information via email and are always happy to meet with parents to discuss their child's progress. In addition, a weekly bulletin, Manor Messages, is sent detailing both curriculum events and whole school information. Parents' Information Evenings are held annually to inform parents of new initiatives and current practices and routines. Parents are also invited to assist with the running of some school trips.

### **Links**

Teaching and Learning Policy  
Remote Teaching and Learning Policy  
SEND/Learning Support Policy  
Assessment Policy  
Handwriting Policy  
Behaviour, Discipline and Exclusion Policy  
Marking Policy  
Admissions Policy  
Subject Policies  
RSHE Policy