



CURRICULUM POLICY

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Introduction

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 children in the EYFS the educational programmes set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning. The Early Learning Goals should not be used as a curriculum or in any way limit the wide variety of rich experiences that are crucial to their development. The ELG should support practitioners to make holistic, best fit judgements about a child's development at the end of the EYFS in readiness for Year 1.



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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 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.

1. Curriculum Aims

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, those for whom English is an additional language 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). 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) 2024.
- 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.

These curriculum aims are underpinned by our values. 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. The values below are our guiding principles in setting the aims and objectives of our community and in evaluating our performance.

- 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.



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- 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

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#).

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

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

3. Roles and Responsibilities

3.1 The Governing Board

The Governing Board will monitor the effectiveness of this Policy and hold the Head 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
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

3.2 The Head

The Head is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching 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 meet all legal requirements
- The Governing Board is fully involved in 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, Highly Able pupils and pupils with English as an Additional Language

3.3 Other staff

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 role of the Heads of Subject, Pre-Prep Subject Coordinators, Pre-Prep Curriculum Coordinator 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
- Have responsibility for annual Subject Reviews and Development Plans

It is the responsibility of each Head of Subject, Pre-Prep Curriculum Coordinator and Pre-Prep Subject 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.



4. Organisation and planning

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 year, 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/Scaffolding**
 - 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
- **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.



5. Inclusion

This policy should be read in conjunction with the relevant whole school policies as set out at the end of this document.

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

- More able/ highly able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with an EHCP and 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.

6. Monitoring arrangements

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 which are linked to the School Development Plan

Staff meetings over the course of the year and at INSET are devoted to the development and evaluation of the curriculum.

The curriculum is reviewed through Subject Handbooks, Subject Policies, Long and Medium Terms Plans, Lesson Observations, Learning Walks, Work Scrutiny, Pupil Voice Learning Surveys and Curriculum Monitoring by Heads of Subject (Y3-6), Pre-Prep Subject Coordinators and the EYFS Curriculum Coordinator. Heads of Subject etc also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Senior Leadership Team. At every review, the Policy will be shared with the Education and Welfare Committee.



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7. Links with other policies

This policy links to the following policies and procedures:

Teaching and Learning Policy
Remote Teaching and Learning Policy
SEND/Learning Support Policy
Assessment Policy
Handwriting Policy
Behaviour, Discipline and Exclusion Policy
Mental Health and Wellbeing Policy
Marking and Feedback Policy
Admissions Policy
Subject Policies
RSHE Policy
More Able Policy
EAL Policy
Equal Opportunities Policy