



PROSPECT HOUSE
SCHOOL

CURRICULUM POLICY

SEPTEMBER 2025

CURRICULUM POLICY

This policy should be read in conjunction with the Teaching and Learning Policy, EYFS Policy and the Ethos and Aims Policy of the school. Subject policies contain more detailed information about specific subjects.

Introduction

1. This policy describes the framework for the academic curriculum and constitutes the first point of reference for all academic subject policies.

Regulatory context

2. This policy has due regard to the requirements of the Schedule to the The Education (Independent School Standards) Regulations 2014¹
 - a) The written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including any pupils with an EHC plan
 - b) these do 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
 - c) 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
 - d) the acquisition of speaking, listening, literacy and numeracy skills
 - e) personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
 - f) where the school has pupils below compulsory school age, a programme of activities that is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
 - g) all pupils have the opportunity to learn and make progress, no matter their needs
 - h) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
 - i) committed to teaching the new RSE curriculum to support child development and promote pupil voice

Aims

3. Our aim is to fulfil the potential of each child in our care by offering a broad-based curriculum, including extra-curricular activities, which facilitate the acquisition of knowledge and skills to equip pupils for the future as active, confident and responsible members of society.

Broad based curriculum

¹ <https://www.legislation.gov.uk/uksi/2014/3283/schedule/mad>

4. The school places a strong emphasis on providing a broad curriculum. Specialist teachers teach computing, sport, music and French from the EYFS, with art and design and technology taught by a specialist from the beginning of Year 3. There is also a strong emphasis on learning support, with comprehensive school screening systems to enable children with difficulties to be diagnosed and helped at an early stage. An extensive programme of extra-curricular activities is provided each term from Reception to Year 6, which further enhances the children's experience.
5. A schedule of trips and residential visits supports learning beyond the classroom and the school also recognises that outdoor education offers pupils unique opportunities and experiences. Trips are arranged each term in order to enhance the curriculum and bring it to life; visitors are also invited to the school to lead workshops on a range of topics from Shakespeare to the Ancient Greeks. Wherever possible, teachers incorporate cross-curricular links into their lessons, and speaking and listening skills form a core part of the curriculum. Computing and the use of IT is also an integral part of the teaching of subjects; children in both Year 5 and Year 6 use personal iPads to enhance their subject knowledge and understanding.
6. In devising a suitable curriculum for the children, the school pays regard to the National Curriculum, together with the requirements of future secondary schools. The curriculum followed is based on the National Curriculum but is more extensive; it also aims to prepare children for the 11+ examinations at a wide range of secondary schools. For children in the Nursery and Reception years the school follows the Statutory Framework for the Early Years Foundation Stage 2025.
7. The curriculum offered gives children the opportunity to achieve the highest possible standards of maths and English whilst ensuring they can also become confident in physical, artistic, practical and social skills.

Organisation

8. The curriculum is organised into three stages.

Early Years Foundation Stage: Age 3 – 5 (Nursery and Reception)

Key Stage One: Age 5 – 7 (Year 1 and Year 2)

Key Stage Two: Age 7 – 11 (Years 3, 4, 5 and 6)

Curriculum Subjects

9. Early Years Foundation Stage (see also EYFS Policy)

The EYFS curriculum is shaped by the seven areas of learning outlined in the EYFS Statutory Framework.

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

- Understanding the world
- Expressive arts and design

10. Key Stage One and Key Stage Two

Areas of learning include:

- Mathematics (set into three ability groups – Years 3 to 6)
- English (set into mixed ability groups in Years 3 and 4, whilst in Year 5 and 6, there may be two mixed ability groups and a 'targeted support' group).
- Science
- History
- Geography
- Religion, Philosophy and Ethics (RPE)
- Personal, Social Health and Education – with the updated RSE curriculum
- Physical Education
- Drama
- Computing
- Art
- Design and Technology
- Music
- French
- Latin (Years 5 and 6)
- Verbal and Non-Verbal Reasoning Skills (Years 3 to 6)
- Spatial Reasoning (Years 3 and 4)
- Separate reading comprehension sessions (Years 3 to 6)

11. The Head and senior leadership team (SLT), when devising the timetable, ensure that the balance of subjects and the time allocated for each subject is appropriate.

12. The teaching of mathematics and English is undertaken in morning sessions and where possible the timetable is constructed to allow for some physical activity, e.g., PE, games, gym, drama, to take place every day.

Planning

13. Curriculum planning involves all members of the teaching staff within EYFS and Key Stages 1 and 2 to ensure there is progression and continuity in learning as each child passes through the school.
14. The curriculum planning process is organised into three steps:
- I. Schemes of work, together with (and where necessary) knowledge organisers and knowledge tests, are drawn up by each subject coordinator, for each subject area, in conjunction with the SLT
 - II. Medium-term plans (termly) for each subject area are written by form teachers and specialist teachers, making reference to the schemes of work and using resources that enable the lesson content to be defined concisely
 - III. Short-term plans (weekly and daily) are drawn up on a weekly basis by form teachers and specialist teachers, making reference to the medium-term plans and using resources that enable the lesson content to be differentiated and defined in more detail.

Monitoring

15. Evaluation of teaching and planning is essential for the development of both the curriculum and teaching practice. Subject coordinators are required to check both the planning and delivery of their subjects across the school, a process which may adopt the following forms
- I. Book/work scrutiny
 - II. Peer observation
 - III. Scrutiny of lesson plans
 - IIII. Medium-term planning checks to ascertain the extent to which the planning adheres to the defined content for a particular unit, the extent to which there is parity of opportunity and also of exposure to both content and knowledge between classes, and the extent to which differentiation and or extension is enabled

The coordinator is then required to feedback their findings to the teachers concerned and complete the relevant part of the new Staff Yearly Proforma, total oversight of which is held by the Head of Key Stage Two.

SLT, in their line-managing capacities, will ensure the quality of curriculum and teaching standards by also conducting informal lesson observations, learning walks and lesson 'drop-ins', together with the checking of planning

Overall responsibility for the school curriculum is taken by the Head.

Assessment (See also Assessment, Recording and Reporting Policy)

16. The school relies upon a wide range of assessment forms in order to gain an insight into each child's current and potential academic capacities. Underlying verbal, non-verbal and quantitative and spatial reasoning abilities are assessed in Years 5 and 6 through CATs (Cognitive Ability Test), whilst a battery of other online and adaptive assessment forms, including NGRT and Atom-generated assessments, provide further data and context. Quest assessments are carried out from Reception to Year 6 on a termly basis, including wellbeing checks; science assessments are carried out in the summer term in Years 3 to 6. Written papers may also be completed in English and maths, whilst Knowledge Tests in subjects such as science also provide a snapshot of learning. Assessments are also

made with regard to other external influences, e.g., 11+ entrance results, academic, sporting and music scholarships, to ascertain the quality of the curriculum.

The logging and subsequent analysis of formal assessment data for English and maths is facilitated by the use of google sheets in the Assessment Folder in Drive.

