



# Gidea Park

PREPARATORY SCHOOL AND NURSERY

## Curriculum Policy

This policy applies to all pupils in school, including in the EYFS

|             |                       |
|-------------|-----------------------|
| Reviewed    | <i>April 2026</i>     |
| Next review | <i>April 2027</i>     |
| Revised by  | <i>M Christiansen</i> |

## 1. Policy Introduction

'Curriculum' refers to planned activities organised to promote learning and personal development. It includes the formal requirements of the National Curriculum and the Early Years Foundation Stage (EYFS) but also other subjects, as well as a range of co-curricular activities. The curriculum can also be 'hidden' and can refer to what the pupils learn from the way they are treated or the way they are expected to behave. At Gidea Park Prep we aim to teach our pupils to be co-operative, healthy, positive and responsible, whilst also developing the knowledge, understanding and skills to work towards achieving their potential.

PSHRE is a fundamental part of the curriculum, enabling pupils to be equipped with the skills and knowledge to stay safe and healthy, to make good relationships and to understand the expectations of behaviour, from EYFS to Form 6. Our PSHRE curriculum covers topics such as healthy life-styles, friendship choices, protected characteristics, e-Safety and Citizenship, as well as promoting fundamental British Values throughout the school.

## 2. Legislation and Guidance

This policy reflects the requirements of:

- [Early Years Foundation Stage \(EYFS\) statutory framework](#)
- [National Curriculum programmes of study](#)
- [Special Educational Needs and Disability Code of Practice 2014](#)
- [Equality Act 2010](#)

## 3. Links with other policies

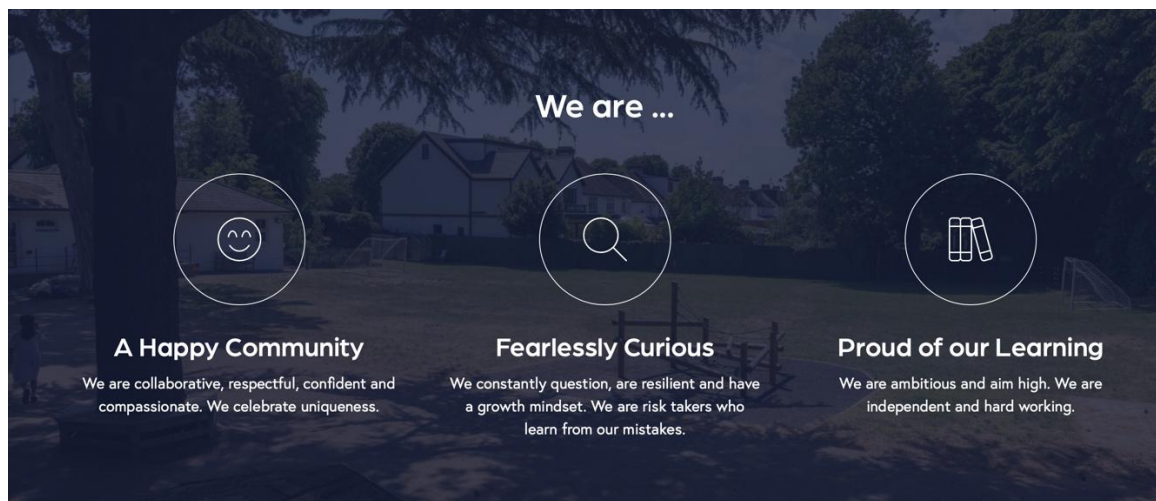
This policy links to the following policies and procedures:

- EYFS policy
- Marking Policy
- SEND policy

## 4. Values

The curriculum is how we educate our pupils in the knowledge, skills and understanding that they need. At Gidea Park Prep we value the fact that all pupils are unique, and we promote tolerance and respect. We value the spiritual and moral development of everyone. We value the importance of every pupil in our school community and beyond, and we respect their rights. We aim to enable every pupil to be successful, and we provide equal opportunities to all. We value our environment and aim to teach respect for the world and how we should care for it for the sake of future generations.

## 5. The Aims of our Curriculum



- to teach pupils the basic skills of literacy, numeracy, speaking, listening and information technology;
- to enable all children to learn and make progress, to be challenged and develop their skills in all areas of life, particularly linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- to promote a positive attitude towards learning so that all our pupils enjoy coming to school and acquire a solid basis for lifelong learning;
- to enable pupils to be creative and to develop their own thinking, and for them to have the opportunity to analyse and synthesise throughout the curriculum
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand the difference between right and wrong;
- to help pupils understand the importance of truth and fairness, and to grow up committed to equal opportunities for all;
- to enable pupils to have respect for others and for themselves, and to be able to live and work co-operatively;
- to help pupils understand Britain's cultural heritage and enable them to be positive citizens in society;
- to prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society, and to promote fundamental British values;
- To encourage pupils to investigate and experience things and 'have a go' through playing and exploring; (EYFS)

## 6. Roles and Responsibilities

6.1. **The Proprietor** will monitor the effectiveness of this policy and hold the Head to account for its implementation. They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- There is adequate time for teaching the required elements of the curriculum
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- They participate actively in decision-making about the breadth and balance of the curriculum

6.2. **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 Proprietors
- They manage requests to withdraw children from curriculum subjects, if appropriate
- The school's procedures for assessment meet all legal requirements
- The Proprietors are fully involved in decision-making processes which relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

6.3. **The Senior Leadership Team** is responsible for the overall planning and organisation of the curriculum, which is supervised and reviewed by Curriculum Co-ordinators. These staff ensure that the subject provides continuity and progression from EYFS to the end of Key Stage 2. In addition:

- Pupils have the continuity of a form teacher who knows the pupils well, but specialist teaching is also an important part of our curriculum.
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- Children from Form 1 upwards are increasingly taught by specialist teachers, which helps to create a stimulating and challenging curriculum (Spanish, art and design, music and PE/games).
- All teaching staff will ensure that the school curriculum is implemented in accordance with this policy.

#### **6.4. The Subject Co-ordinator**

A subject co-ordinator is responsible to the Head and SLT for the effective delivery of the curriculum. He/she is expected to:

- ensure that a relevant scheme of work is maintained and reviewed regularly, and all plans are maintained on the OneDrive/Showbie;
- ensure that curriculum overviews reflect current topics;
- offer help and guidance to teachers where necessary;
- keep abreast of the subject and strategies for teaching it, ensuring relevant information is disseminated to other staff;
- monitor standards of teaching and learning in the subject;
- whilst responsibility for these areas lies with the Subject Co-ordinator, it should be recognised that good practice requires consultation with subject staff about all matters which influence their work.

All activities by subject co-ordinators is recorded in the Staff area of Sharepoint

### **7. Organisation, Planning and Assessment**

We plan our curriculum in two phases:

- Our curriculum overviews indication the learning intentions (LIs), skills and topics to be taught each term into each year group.
- Our daily plans are used by staff on a day-to-day basis and highlight the learning intentions, success criteria (learning outcomes), references to resources and differentiated activities. These are adapted on a daily basis depending on the outcomes of daily lessons and are stored on OneDrive/Showbie.
- Our plans also indicate success criteria, the basis of which a lesson is judged to be successful
- Currently, children self-assess topics learnt at the end of a unit using one of three comments, achieved, partially achieved, not achieved (younger children use a tick system/face emoji)
- Teachers monitor this self-assessment to see if they agree with the child's perception and intervene where necessary

We ensure that all plans do not undermine fundamental British values.

### **8. Able, Gifted and Talent Pupils**

Pupils who show exceptional ability or talent in a subject area are categorised by the Form Tutor or Specialist Teacher as either 'able' 'gifted' or 'talented'. Staff then discuss the provision that needs to be put into place so that we can foster the growth of this ability or talent.

### **9. Children with Special Educational Needs and Disabilities**

Our curriculum is designed to provide access and opportunity for all; pupils with special learning needs – specific learning difficulties and disabilities (SEND), English as an additional language (EAL) or especially able are supported primarily through differentiation.

They may be supported in the classroom by Teaching Assistants or withdrawn into smaller groups, as well as by differentiated resources or activities. Please refer to the SEND Policy for particular details.

We have a SENCo employed by the school to co-ordinate the provision.

## 10. Monitoring Arrangements

The SLT and Subject Co-ordinators monitor the way their subject is taught throughout the school by carrying out planning reviews, learning walks, pupil voice interviews and pupil book looks.

Subject Co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Head and SLT.

### SUBJECTS TAUGHT THROUGHOUT THE SCHOOL

**British Values are incorporated through our curriculum, and most particularly in our PSHRE Curriculum.**

#### EYFS

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Mathematics

Understanding the world

Expressive Arts and Design

#### Years 1-6

|                                   | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 |
|-----------------------------------|----|----|----|----|----|----|
| Maths                             | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| English                           | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Science                           | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Geography                         | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| History                           | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| PSHRE                             | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Art and Design                    | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| Computing                         | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| R.E.                              | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| MFL:<br>Spanish                   | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| VR/Non-VR<br>Specific<br>children |    |    | ✓  | ✓  | ✓  | ✓  |
| Music                             | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |
| P.E/Games                         | ✓  | ✓  | ✓  | ✓  | ✓  | ✓  |