



Est 1885

# Policy and Guidelines for Curriculum Provision

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# Contents

1.	Curriculum aims .....	3
2.	Legislation and guidance .....	4
3.	Roles and responsibilities .....	5
4.	Organisation and planning .....	6
5.	Inclusion .....	7
6.	Monitoring arrangements .....	8
7.	Links with other policies .....	9

# 1. Curriculum Aims

The school aims to provide an inspiring environment in which pupils feel secure and can grow in confidence, self-esteem and experience success. Furthermore, it aims to create a friendly, caring community, established on mutual respect, where every individual is valued and included. Additionally, the school aims to encourage pupils to confidently explore a broad curriculum, relish a challenge and, working in partnership with families, reach their full potential in all aspects of life.

Our core values inform all that we do. At Newcastle Preparatory School we:

- Inspire
- Respect
- Include
- Challenge
- Explore
- Succeed

Alongside the school aims, the curriculum is carefully planned and tailored to:

- Provide a broad and balanced education for all pupils that's delivered in innovative ways; coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Deliver appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. Exceptional results should be a by-product of the education that we offer, not the exclusive focus. Aspirations for our pupils are high, with the underlying ethos of success for all
- Ensure that all children are challenged and thrive in an environment where feeling 'cognitive wobble' is the norm. As a whole school, we are working towards NACE (National Association for Able Challenge in Education) accreditation. We are using best practice to provide challenge for all children to ensure that all children thrive.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations, whilst also fostering a love of learning
- Encourage independent learning and critical thinking skills and provide opportunities for pupils to express their learning and understanding in different ways
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life including developing their personal and social values in preparation for life in British society
- Offer a robust understanding of safeguarding through the comprehensive PSHCE, RSE and e-safety programmes.
- Is responsive, providing inclusivity and diversity, and reflecting our responsibility to ensure that our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporates innovation as appropriate, including promoting the positives and negatives of the use of AI.
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Provides opportunities for collaboration with other schools to enhance learning
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the Equality Act, 2010
- Ensures that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum and PSHCE programme.

## **2. Legislation and guidance**

NPS provide a broad and balanced curriculum, compliant with independent schools standards regarding curriculum provision.

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.

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

### **3. Roles and responsibilities**

#### **3.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum

#### **3.2 Headteacher**

The headteacher 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- 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

#### **3.3 Academic Assistant Headteacher**

The Academic Assistant Headteacher has responsibility to:

- Monitor and evaluate the curriculum planning and coverage across the school
- Organise, track and review assessment progress and assessment outcomes and pupil progress relating to curriculum objectives.
- Manage and oversee subject leads and specialist teachers
- Lead in raising the quality of teaching and learning across the curriculum

#### **3.4 Core Curriculum subject leads.**

Core Curriculum Subject Leads have responsibility to:

- Monitor and evaluate the curriculum planning and coverage for their subject across the school
- Organise, track and review assessment progress and assessment outcomes and pupil progress relating to their subject's curriculum objectives.
- Lead in raising the quality of teaching and learning in their subject across the

- curriculum
- Provide summaries and analyses of assessment data for their subject

Teachers will ensure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and planning**

### **Curriculum Organisation**

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. As part of our responsibility to keep abreast of the national agenda, our core curriculum subject leads are committed to reviewing and taking account of the government's revised National Curriculum, being guided without being limited by the content. The curriculum aims to combine the strengths of the National Curriculum with the aims and ethos of the school.

The curriculum is balanced and broad, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy.

The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and in line with its obligations in regard to the SEND Code of Practice.

The school provides full time supervised education for pupils between the ages of 3-11. In Nursery and Reception, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS Curriculum Policy.

### **Curriculum Planning**

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

A thematic and creative approach is used to planning lessons. The school uses the National Curriculum as a base, but endeavours to stretch and challenge children far beyond this.

Medium and long term curriculum plans and maps are created for year group. These provide an overview of the different subject areas and objectives taught.

The timetable is organised to provide opportunities for such experiences and all parents receive a copy of their child's timetable. An extensive extra-curricular programme enhances the provision, and this is reviewed termly.

Opportunities are provided for children to acquire important skills in speaking and listening, English and Maths. English and Maths are core subjects and are therefore given high priority throughout school, whilst allowing creativity and cross curricular links.

A detailed PSHCE curriculum, linked to the school's aims and objectives, is provided and all children are actively involved in regular PSHCE lessons. The well-being of all children is of paramount importance and effective pastoral care underpins everything that we do. The PSHCE programme encourages respect for all people, paying particular regard to the protected characteristics set out in the Equality Act, 2010. Regular monitoring takes place and the Pastoral Assistant Head liaises with staff to ensure that all children are happy and safe.

## **EYFS**

Our EYFS policy details information on how our early years curriculum is delivered.

Within the Early Years Foundation Stage, very detailed planning takes place so that a programme of activities is provided which is appropriate to the children's educational needs. The curriculum is broken down into three prime areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) and four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). All staff working within the EYFS follow the policies and guidelines for all aspects of the children's learning and development. Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically. There is a balance of structured activities and child-initiated play with opportunities for learning both indoors and outdoors.

## **5. Inclusion**

At NPS, the curriculum offered is appropriate for the ages and aptitudes of the children, including children identified by the school as having special educational needs and disabilities (SEND) and those with an Education Health Care Plan (EHCP).

All teachers have a clear understanding of the needs of each child and assessment is thorough, following the school's assessment policy. The curriculum policies 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.

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 pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every 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.

The SENDCO supports children throughout school and work is differentiated appropriately. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## **6. Monitoring arrangements**

### **Monitoring Progress**

At NPS all children have the opportunity to learn and make good progress. Teachers monitor progress in lessons and differentiate accordingly, a process carefully monitored by the Senior Leadership Team. There is constant review of practice and sharing information about children so that resources and staffing levels are correct to allow children to learn and develop.

All children at NPS are encouraged to reach their potential and to develop a life-long love of learning, and given effective preparation for the opportunities, responsibilities and experiences of life in British society. This includes children being able to read, speak and write English with adequate fluency for everyday life in England by the time they reach school leaving age. The range of opportunities and activities within our preparatory school prepares children for the important transfer to Senior School with interests being developed to take them beyond their school years.

Governors monitor whether the school is and teaching, a “broad and balanced curriculum”.

The Academic Assistant Head and Core Curriculum Subject Leads monitor the way their subject is taught throughout the school by conducting planning scrutinies, learning walks and book scrutinies. Teaching staff are responsible for planning and providing education, following specific curriculum policies, for all children within school.

The Academic Assistant Head is responsible for reviewing the Curriculum Policy and works closely with the Senior Leadership Team and Core Curriculum Subject Leads to ensure that all aspects of the policy are working within school. This policy has been approved by the school governing body who take an active role in curriculum development. Individual subject policies are reviewed regularly, to keep up to date with changes in Primary Education.

This policy will be reviewed every year by the Academic Assistant Head. Significant changes to the policy will be shared with the full governing board.



## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment and Marking policy
- SEND policy and information report
- Equality information and objectives policy
- More Able policy
- EAL policy
- RSE policy
- Subject policies