



## **CURRICULUM POLICY**

### **Whole school and EYFS**

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: August 2025

Date of next review: August 2026

### **INTRODUCTION**

At Parsons Green Prep we aim to help each child to achieve his or her full potential by providing a broad and balanced curriculum. We build on the learning objectives of the National Curriculum with an emphasis on creativity, challenge and discovery. We provide enrichment opportunities through timetabled critical thinking, STEAM, art, science, singing, music and PE lessons, and through themed days and events designed to stretch and challenge the pupils. Extra-curricular activities, such as clubs, school productions, fundraising activities, school House initiatives, educational outings and residential trips all contribute to the total learning experience.

At Parsons Green Prep we believe that science, technology, engineering, art and mathematics (STEAM) are key subjects in securing positive opportunities and career paths for future generations. We encourage the children to explore and understand the world around them with visiting speakers and workshops, for example, on different cultural perspectives, career choices, senior school options, international themed days and opportunities to develop their presentation skills and to direct their own learning pathways. Relationships Education is taught using Coram Education and SCARF resources and is assessed formatively with termly reporting to parents.

### **VALUES**

Our school curriculum is underpinned by the British values we hold. At Parsons Green Prep we believe that an education that is rich in opportunities and experiences is one that influences a lifelong love of learning. The children have interpreted the espoused school values in language that resonates with them and those virtues include:

- We listen and learn from each other
- We are active in our lessons

Through personalised learning, we foster the attributes of curiosity, enquiry and problem-solving in all. We aim to instil in each pupil the perseverance, determination, grit and commitment that will make them successful at any endeavour. We actively promote a nurturing culture that safely allows each child to take risks and to try new activities and skills, no matter what their background, appearance or disability.

High-quality learning ensures progress begins with adopting a growth mindset, which equips individuals with the confidence that they can do something. It is our responsibility to ensure that every child at Parsons Green Prep believes that they have the ability to learn and the self-assurance to solve problems and overcome difficulties. We must inspire and engage, so that children develop a desire to learn that is born out of the magic of discovery. Learning must be relevant so that children see a reason for new skills and knowledge and can



celebrate the feeling of achievement gained from the new doors they can open and be proud of a job well done.

## AIMS AND OBJECTIVES

At Parsons Green Prep we aim to:

- Provide 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.
- Maximise children's acquisition of knowledge, skills and qualities that will help them to develop intellectually, emotionally, socially, physically and morally.
- Ensure that our pupils make excellent progress according to their ability.
- Ensure that our pupils acquire skills in speaking, listening, literacy and numeracy.
- Ensure that our subject matter is appropriate for the ages and aptitudes of our pupils.
- Ensure that the personal, social, health and economic education reflects our aims and ethos and encourages respect and tolerance for others, paying particular regard to the protected characteristics set out in the Equality Act (2010).
- Provide a programme of activities for our EYFS classes that are appropriate to their educational needs in relation to personal, social, emotional, physical development and communication and language skills in line with the EYFS Framework.
- Cater for the needs of individual children from all ethnic and social groups, including the higher prior attainers and those who are experiencing learning difficulties.
- Ensure that all children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively so that they become independent, responsible, valuable and confident members of the community.
- Develop in every young person British values, skills and behaviours they need to get on in life through a rich provision of classroom and extra-curricular activities that develop a range of character attributes.
- Support and promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Effectively prepare pupils for the opportunities, responsibilities and experiences of life in British society.

## ORGANISATION AND PLANNING

We plan our curriculum in three phases. We agree a yearly topic overview for the whole school. This indicates which topics are to be taught in each term, and to which groups of children. With our medium-term plans, we give clear guidance on the objectives and teaching we use when teaching each topic. Our short-term plans are those our teachers write on a weekly or daily basis. Weekly plans are used when a several lessons are taught on a weekly basis, i.e. maths and English. Weekly plans set out the learning objectives for each session, identify resources needed, activities, differentiation and assessment criteria. Teachers may also annotate plans to reflect on the effectiveness of the lesson and learning outcomes. Teachers include National Curriculum/ISEB objectives. Teachers annotate reference to economic education and the teaching of The Fundamental British Values.

In the Early Years Foundation Stage (EYFS) we plan the curriculum so that there is coherence and full coverage of all aspects of the curriculum in line with the EYFS Framework, and there is planned progression in all curriculum areas. Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities.

Please refer to the EYFS Policy for more information.



In Year 1 – Year 6 the curriculum gives high emphasis on acquiring skills as well as knowledge. We aim to teach through a cross-curricular approach; combining the knowledge of the foundation subjects with the key skills of English, maths and STEAM and the application of higher-order skills providing a golden thread of skills through all learning.

To ensure that each child has access to a comprehensive learning experience, pupils throughout school receive performing arts, music, French and Physical Education (PE) lessons, taught by a specialist teachers. In addition to this, pupils from Year 1 upwards receive specialist art lessons.

To ensure consistency across the school, teachers use specific Parsons Green Prep planning templates. National Curriculum documents and each subject have a handbook which is used to guide and direct planning, as well as a tool to support differentiation for specific groups of children. Subjects, such as art and design technology where there is scope to follow a scheme (teacher-designed or purchased from an official body) rather than the National Curriculum, follows the same structure to ensure consistency across year groups. Teachers should regularly review the effectiveness of teacher-designed or purchased schemes.

Teachers use clear guidance from a range of resources to ensure that all maths objectives are covered and refer to the following to plan a comprehensive maths curriculum:

- National Curriculum and ISEB resources.
- Galore Park and Schofield and Sims.
- White Rose Maths, Atom, Century and NACE resources to promote high-level problem solving skills.

Teachers regularly review, update and evaluate plans accordingly, depending on individual progress.

Please see our Assessment, Record Keeping and Reporting policy for further information. The Teaching and Learning internal policy is incorporated in the induction process for all teaching staff.

### **INCLUSION**

Our curriculum is designed to provide access and opportunity for all children who attend the school. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so.

We are aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive 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.

### **Children with special educational needs or disabilities (SEND)**

If a child has a specific need, staff do all they reasonably can to meet these individual needs. With the guidance of the SENDCO, who monitors SEND progress, we comply with the requirements set out in the SEND Code of Practice in providing for children with special needs or disabilities. If a child displays signs of having special needs or disabilities, his/her teacher along with observations by the SENDCO makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Arrangements for school trips or examinations take account of pupils' needs.

The school provides an individual educational plan for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the school will aim to address the need.



It also sets out targets for improvement, so we can review and monitor the progress of each child at regular intervals. These targets are agreed with the class teacher, SENDCO and the child's parents.

If a child has an Education, Health and Care Plan (EHC plan) we will consult with all parties who contributed to the plan in order to provide an education that ensures access to the curriculum and substantial progress is made in all areas. We would meet all requirements of the plan.

Please refer to our SEND policy for more information.

### **English as an Additional Language (EAL)**

We place EAL children who require support on a register which is circulated to all staff. Each child recognised as having EAL and needing additional support will also have an EAL plan carefully created by their class teacher, outlining areas where support is needed. This plan will include specific areas to develop the child and methods to be employed to reach these targets.

Please see our EAL policy for more information.

### **Higher Prior Attainers (More Able)**

Higher prior attaining children may require further extension and specific differentiation to target and enrich their specific abilities. Please see our Higher Prior Attainers (More Able) Policy for more information.

### **EXTRA-CURRICULAR ACTIVITIES**

Parsons Green Prep provides a wide variety of extra-curricular activities for all children of all year groups to take part in. Each member of teaching staff, along with external providers, supports a timetable of before-school and after-school activities each term.

All classes attend at least one educational trip or workshop each term linked closely to the curriculum topics. These outings are researched and selected carefully by teachers, who will then plan an engaging, useful period of activities for the group of children. Out of school visits include those to religious establishments, national museums and local areas of interest. Part of our curriculum is delivered through residential trips in Years 3 to 6. Such trips aim to develop key skills such as teamwork, problem solving and confidence building.

### **ROLES AND RESPONSIBILITIES**

#### **Teachers' responsibility**

Each teacher has at least one curriculum area of responsibility and ensure that:

- Ensuring that the curriculum is in place correctly throughout the school.
- Evaluating the subject policy annually, updating as necessary and ensuring that all staff are aware of any changes made.
- Monitoring the curriculum in place, including children's workbooks and teachers' planning.
- Ensuring that resources are ordered as necessary and labelled and stamped.
- Keeping track of where resources are being used within the school.
- Ensuring the values of tolerance, democracy, mutual respect for one another and individual liberty is celebrated and encouraged in the classroom

The following are required to carry out an area of responsibility correctly:

- Ensuring year group teachers are following the required curriculum content each term.



- Liaising with year group teachers each term to evaluate the quality of teaching and learning.
- Monitoring the quality of children's curriculum book work. For example, the correct books being used, appropriate presentation for year group, content, marking, quality of activity, does activity match/achieve the intended learning outcome.
- Liaising with year group teachers in advance of a new term to ensure that they have adequate resources for the delivery of high-quality teaching and learning.
- Continually providing year group teachers with suitable websites, resources and teaching ideas for enriched curriculum topics.
- Providing year group teachers with input as per assessment week activities.
- Evaluating/assessing the effectiveness of teachers' marking to ensure that comments are linked to learning objectives and also state next steps for improvement/development.
- Providing a Curriculum Area Update during a staff meeting to highlight/share new resources, techniques, teaching strategies and professional reading for development.
- Liaising with the Head regarding possible INSET training opportunities or courses for specific teachers to attend as part of developing their curriculum area.
- Updating the subject policy annually in line with any changes that have been implemented within the school.
- Complete lesson drop-ins and providing feedback to teachers.
- Curriculum coordinators are responsible for ensuring their specialist subject is taught to a high standard.

### Other responsibilities

The Head is responsible for monitoring the way the school curriculum is implemented. The Head of Pre-prep and the lead for Teaching and Learning support the leadership of the curriculum and assist the Head in monitoring its implementation.

The Special Educational Needs or Disabilities (SEND) coordinator (SENDCO) is responsible for the development of provision mapping and for supporting the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well planned and taught and that the aims are achieved for the class. Plans are regularly reviewed and updated.