

FOREST PREPARATORY SCHOOL

Curriculum Policy

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



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Contents

Curriculum Policy.....	3
Aims of the curriculum:.....	3
Objectives of the curriculum:.....	4
Curriculum.....	5
Foundation Stage (Age 2 – 5 yrs)	5
Key Stages One, Two and Three	5
Equal Opportunities and Safeguarding:.....	6
Pupil Progress and Assessment:.....	6
English as an Additional Language (EAL):	7
Further Information:.....	Error! Bookmark not defined.

Curriculum Policy

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

The Education (Independent School Standards) Regulations 2014, Education Act 2002, Education Reform Act 1988, National Curriculum in England, Generative AI in Education (2025), PSHE Guidance (2021), EYFS statutory framework (2025), SEND Code of Practice (0–25) (2024), Equality Act 2010, Careers guidance and access for education and training providers

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject hub groups are committed to reviewing any updates to National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content.

The curriculum up to Y6 aims to marry together the strengths of the revised National Curriculum in the Primary Years with the entrance requirements of the selective senior schools to which pupils apply/ next phase of their education alongside the aims and ethos of the school.

The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, 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. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time, supervised education for pupils between the ages of 2 to 11. Up to the age of 5, 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 documentation.

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.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the

education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive Relationships and PSHE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests flexible enough to respond to change and incorporates innovation as appropriate
- is responsive, providing inclusivity and diversity and reflects our responsibility to ensure 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.
- 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.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Please see the Equal Opportunities policy.
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum (see SMSC Audit Document).

Curriculum

Foundation Stage (Age 2 – 5 yrs)

Nursery Class (2-3years) Kindergarten Class (3-4years) Reception Class (4-5years)

Pupils have a broad programme of study, based on the revised EYFS Framework statutory from October 2024, which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Within these, the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Critical thinking and Study Skills
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French, computing and physical education as well as a weekly outdoor Forest Schools Session for the Kindergarten children (all year round) and Nursery children (in spring and summer terms).

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science, verbal reasoning and non-verbal reasoning

Linguistic – French

Human and Social - history, geography, religious education

Aesthetic and creative education - art, music, dance, drama

Life Skills – personal education and relationships with personal, social, health and economic education

Physical – physical education, swimming, individual and team sports, gymnastics, clubs

Technological - computing, coding, computational thinking, information technology, digital literacy and design and technology including the safe and appropriate use of the internet and generative AI.

As a school we aim to offer a broad balance of events and workshops to further enhance children's learning. Examples such as visiting theatres, speed spelling clubs and inhouse and interhouse speech competitions in English, national maths challenges, visiting workshops for maths and a broad range of educational visits to support all aspects of the curriculum. Our school website and Instagram feed showcases these events and allows each activity to be celebrated by pupils, staff and the wider community.

Equal Opportunities:

The curriculum at Forest Preparatory School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As an academically non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Deputy Head (Academic and Early Years) oversees this and liaises closely with the Headmaster, teaching and support staff and wider communities.

Additionally, our Relationships and PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020 (and implemented from summer 2021). The principles underpinning our PSHCEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty.

Further details can be found in the Relationships and PSHE Education Policy. Relationship Education is a mandatory part of the primary school curriculum from September 2020 (delayed until Summer 2021) and the school has consulted with parents during the devising of its curriculum in these areas ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (e.g. citizenship, science, computing and PE). ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance 2019](#)) the school will also take account of the [most recent RSE](#) guidance and that for [September 2026](#). Health Education (HE) is not mandatory for Independent Schools but recommendations within the guidance should be used to cross check against current PSHE practice and curriculum, which is mandatory.

Pupil Progress and Assessment:

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Pupil progress meetings (Parents' Evening) held termly help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close

monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from the Learning Support Assistant and/or an outside resource, the cost for these services will be the responsibility of the parent.

Standardised testing carried out each year enables benchmarking of pupils attainment and progress against national standards. For further detail on assessment, please refer to the Assessment Policy.

Data Collection:

The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Forest Preparatory School we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by the Deputy Head (Academic and Early Years) and class teachers and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR:

Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised. This is referenced also in the school's Assessment Policy.

The school is committed to ensuring that all children reach their full potential and are well engaged. We highlight the need that some pupils require this through the A,G and T intervention. The A, G and T Coordinator is responsible, in close consultation with the class/subject teacher for monitoring and evaluating this.

For further detail on Gifted and Talented, please refer to the Gifted and Talented Policy.

In EYFS the school will assess according to the statutory Early Years Profile and the 2 Years olds progress check (registered settings only). A result of the Early Years Profile are provided to parents and Trafford Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to

develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

British Values and SMSC

For further details and reference to how the school promotes and delivers British Values within the curriculum, please refer to the latest SMSC British Values document.

Careers Information Provision

Throughout the academic year visiting speakers are invited into school to discuss their careers. This can offer through a topic based theme such as 'People who help us' or as part of our community links such as magistrates or the local fire services. Staffs liaise closely with parents and/or visiting speakers to create a clear model of appropriate coverage that will allow pupils to develop career awareness.

Further Information:

Further detailed information on the subjects taught in each year group can be found in the Parents' Handbook, which is available for download from the school website, or a copy may be requested from the school office.

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