



Curriculum Policy (Prep)

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<i>This policy is reviewed annually</i>	

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Curriculum Policy

(Early Years Foundation Stage, Key Stage 1 and Key Stage 2)

1. Policy Statement and Aims

(Independent School Standards – Part 1: Quality of education provided)

This Curriculum Policy sets out Caterham Prep School's approach to curriculum provision for pupils in the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2. It is written for parents, carers and trustees and provides assurance about curriculum intent, breadth, balance and impact.

The curriculum is designed to support pupils' academic progress, personal development and wellbeing, and to ensure that all pupils are well prepared for the next stage of their education and for life in modern Britain.

2. School Ethos and Values

(Independent School Standards – Parts 1 and 2)

Inspiring Education for Life

Caterham School is committed to providing an education that inspires pupils to achieve their potential, nurtures their wellbeing and develops strong values. We believe that excellent education extends beyond academic success and should develop confident, resilient, curious and compassionate young people.

Our curriculum reflects the school's ethos and founding Christian principles and actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Safeguarding themes, including personal safety, online safety and respectful relationships, are embedded throughout the curriculum.

3. Curriculum Provision and Entitlement

(Independent School Standards – Part 1)

Caterham Prep School provides full-time supervised education for pupils from Reception to Year 6.

The curriculum:

- is broad, balanced and progressive
- is appropriate to pupils' age, aptitude and individual needs
- enables pupils to develop knowledge, skills and understanding across all required areas of learning
- complies fully with the Independent School Standards
- does not promote partisan political views
- supports equality of opportunity and inclusion in line with the Equality Act 2010

Pupils experience linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. Reasonable adjustments are made to ensure that

all pupils, including those with SEND, EAL or an Education, Health and Care Plan (EHCP), can access the curriculum and experience success.

4. Curriculum Intent, Implementation and Impact

(Independent School Standards – Part 1)

Curriculum Intent

The curriculum is designed to ensure that pupils:

- acquire secure subject knowledge and key skills
- develop independence, confidence and a love of learning
- make sustained progress from their starting points
- are well prepared for the academic, social and emotional demands of the next stage of education

Curriculum Implementation

Curriculum planning ensures clear progression within and across subjects. Teaching builds cumulatively on prior learning and supports pupils in retaining and applying knowledge over time. A range of teaching approaches is used to respond to pupils' different starting points and individual needs.

Curriculum Impact

The impact of the curriculum is evaluated through:

- pupils' progress over time
- the quality of pupils' work
- observation of teaching and learning
- pupil voice and engagement

5. Teaching and Learning

(Independent School Standards – Part 1)

Teaching and learning at Caterham Prep School are characterised by high expectations, strong subject knowledge and positive relationships. Teaching increasingly encourages independence and responsibility as pupils move through the school.

Assessment information is used to support learning, identify next steps and inform future planning.

6. Early Years Foundation Stage (EYFS)

(Early Years Foundation Stage Statutory Framework)

The Reception curriculum is based on the Early Years Foundation Stage statutory framework and focuses on the seven areas of learning:

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children learn through a balance of purposeful play, adult modelling, child-initiated activity and adult-guided learning. Practitioners respond to children's interests, emerging needs and different rates of development, adapting their teaching and support appropriately. Practice reflects the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. Each child is supported by a key person (the class teacher) to ensure learning and care are tailored to individual needs.

Ongoing assessment is used to understand children's progress, interests and needs and to shape future teaching and learning.

The EYFS curriculum builds strong foundations for transition into Year 1, supporting pupils' language development, self-regulation, independence and readiness for more formal learning.

7. Pupils' Personal Development, Wellbeing and Relationships

(Independent School Standards – Part 2)

Pupils' personal development and wellbeing are central to curriculum provision at Caterham Prep School.

Personal, Social, Health, Citizenship, Economic and Emotional Education (PSHCEE) is taught as a discrete, timetabled subject from Year 1 to Year 6 and is embedded within EYFS practice through Personal, Social and Emotional Development.

Relationships Education and Health Education are taught in line with statutory requirements. Age-appropriate sex education is provided in upper Key Stage 2 in accordance with national guidance.

Further information about wellbeing provision is set out in the Wellbeing (PSHCEE) Policy, and statutory information regarding Relationships and Sex Education, including parental rights, is contained within the Relationships and Sex Education (RSE) Policy.

8. Inclusion, Equality and Diversity

(Independent School Standards – Parts 1 and 2; Equality Act 2010)

The curriculum is inclusive by design and promotes respect, equality and understanding.

Teaching:

- reflects a diverse range of cultures, perspectives and experiences
- supports pupils with SEND and EAL
- promotes mutual respect and tolerance
- supports pupils in understanding their rights and responsibilities

Curriculum provision actively supports pupils' spiritual, moral, social and cultural development.

9. Homework

(Independent School Standards – Part 1)

Homework supports consolidation of learning, the development of independence and positive study habits. Daily reading is expected for all pupils.

Homework expectations increase gradually as pupils move through the school and are designed to be age-appropriate, inclusive and manageable.

10. Monitoring, Evaluation and Review

(Independent School Standards – Part 1 and Leadership and Management)

The quality and impact of curriculum provision are monitored by senior leaders and Heads of Department. EYFS and Pre-Prep provision is overseen by the Head of Pre-Prep.

Curriculum impact is reviewed regularly and reported to trustees to ensure effective oversight, accountability and continuous improvement.

11. Related Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Wellbeing (PSHCEE) Policy
- Relationships and Sex Education (RSE) Policy
- SEND Policy
- Equality Policy