Curriculum Policy (B1)

1. Related Documents

- Assessment & Marking Policy.
- Special Needs Policy
- Homework Policies
- Department schemes of work

2. Aim

Fulham Prep School's mission has been to secure outstanding personal outcomes by delivering an exemplary education through innovative learning strategies. Nurturing the abilities of every child remains at the heart of our ethos. We promote inquiry-based education, from Pre-Prep to Prep (Year 8), and delivers a hands-on, applied learning methodology.

This Policy has been developed in accordance with the *Education (Independent School Standards) Regulations 2014*, Part 1 (Quality of Education Provided), the *Equality Act 2010*, the *Children and Families Act 2014*, the *Special Educational Needs and Disability Code of Practice (2015)*, the *Keeping Children Safe in Education (2025)* statutory guidance, and the *Prevent Duty Guidance for England and Wales (2023)*. It also reflects the *Relationships, Sex and Health Education (RSHE) Guidance (2019, updated 2021)* and other relevant Department for Education publications.

"At Fulham Prep School, our Core Values are:
• Embracing innovation and enquiry
• Positive engagement
• Universal wellbeing
• Global responsibility
These values underpin the design and delivery of our curriculum and are embedded within classroom practice, assemblies and co-curricular life."

These must sit at the heart of our curriculum. Hence, we aim to provide a curriculum to develop inquisitive, independent thinkers who love learning and improve their situation and the world around them. We understand that the curriculum, within and beyond the classroom, should encourage questioning, academic risk-taking, divergent thinking, and the freedom to learn from mistakes.

The school firmly believes in nurturing the individual's personal development within a caring, diverse, and warmly supportive environment. In this uniquely dynamic setting, our pupils develop confidence, self-esteem, and leadership skills, becoming independent learners confident in taking intellectual risks.

"The School complies fully with its duties under the *Equality Act 2010* and is committed to ensuring equal opportunities in education. Reasonable adjustments are made so that pupils with disabilities are not placed at a substantial disadvantage. The School does not discriminate, either directly or indirectly, on the grounds of any protected characteristic.

The School will also not discriminate against or treat any pupil less favourably because they are perceived to have one of the protected characteristics or are associated with someone with a protected characteristic. All

pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour, and practices. The curriculum and approaches to teaching and learning embrace these values.

This Policy should be read alongside the School's *Accessibility Plan*, *SEND Policy*, and *Equal Opportunities Policy*."

Underlying Principles

Throughout the teaching of all the areas listed here, we aim:

1. to promote a love of learning and develop intellectual curiosity.
2. to build upon, extend and expand the National Curriculum, thus offering breadth, balance, and relevance and allowing flexibility for individual talents and aptitudes.
3. to develop the critical skills of Communication, Numeracy, Literacy and ICT at all stages and across all curriculum areas.
4. to promote the acquisition of the skill of independent learning.
5. to provide subject material appropriate to the ages, aptitudes and needs of all pupils, including those with an Education, Health and Care plan, and to review schemes of work regularly to ensure they meet the needs of all pupils.
6. to develop lively, enquiring minds through a stimulating, challenging and purposeful curriculum supported by various homework tasks.
7. to extend pupils' learning experience through a wide range of visits, an extensive range of co-curricular activities, and fund-raising events for charity.
8. to ensure that within every curriculum area, respect and tolerance are evident for the rule of law (British Values) and the differences between those of different faiths and beliefs.
9. to nurture spiritual and moral values, which reflect our aims and ethos through all school activities, particularly our assemblies and the courtesy and respect evident in the relationships throughout the school.
10. to prepare pupils, at levels appropriate to their ages, to contribute to society as responsible citizens.
11. To raise pupils' awareness of the dangers of the internet, political indoctrination, grooming and sexual abuse.
12. to build self-confidence in our pupils, enabling them to take full advantage of the opportunities they meet at school and in the community.
13. to celebrate pupils' achievements and success through a variety of school activities, performances and displays, and by individual commendation.
14. to monitor, evaluate and act upon the quality of the formal curriculum's planning, delivery, and consistency of provision.

The School curriculum, including PSHCE and RSHE, complies with the *Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019* and associated DfE guidance (2019, updated 2021). PSHCE and RSHE programmes are age-appropriate, inclusive and sensitive to the faith backgrounds of pupils, ensuring compliance with safeguarding and Prevent duties.

3. Monitoring and Review

This Policy is reviewed annually—or sooner if significant legislative, regulatory or curriculum changes occur. The review is led by the Assistant Head (Academic) and approved by the Head and the Board of Governors.

The DSL monitors the curriculum to ensure the embedding of Fundamental British Values and in line with the school's prevent and safeguarding duties. Staff members responsible for specific curriculum areas are encouraged to attend training courses to ensure they are updated with new requirements. The Senior Leadership Team monitors the quality and consistency of the curriculum implementation throughout the School, working closely with the subject leaders and other relevant members of senior leadership.

The School's Governing Body maintains strategic oversight of curriculum compliance with the *Education (Independent School Standards) Regulations 2014*, ensuring that all pupils receive a full-time education appropriate to their age, aptitude and needs."

4. Curriculum Ethos

This policy should be read in conjunction with the website (www.fulham.school), which provides a high-level overview of our curriculum aims.

Challenging

Our expectations are high, valuing personal growth for all. We provide a quality curriculum which challenges the pupils to achieve their very best. We aim to develop lively and inquiring minds who can think imaginatively and critically with a positive response to opportunities, responsibilities, enterprise, and leadership.

The curriculum is informed by the National Curriculum programmes of study, but are extended and adapted to suit the needs of pupils, especially more able pupils, with the expectation that all pupils reach their full potential.

Wide-ranging and diverse

We aim to provide a curriculum that meets the individual needs of all our pupils and fully develops their abilities and aptitudes. The specialist skills and expertise of teaching staff ensure we have an extensive variety of knowledge and skills-based learning programmes. These give each student various experiences, fostering educational development and encouraging independent learning. What is taught and how it is taught matches individual pupils' learning needs and fully develops their abilities and aptitudes.

Co-curricular activities play a vital role in the development and enjoyment of our pupils. We offer a wide range of lunchtime and after-school clubs and activities to pupils in all school sections. Many areas of the curriculum, especially the Humanities, Languages, Science, Mathematics and Sport, are significantly enhanced by competition, workshops, visits and residential activities at home and abroad.

Inclusion

We are committed to the inclusion of all pupils' needs and backgrounds, recognising that all teachers share the responsibility of meeting pupil's differing learning styles and needs. We aim to support pupils, staff, and parents so that pupils experience success and fulfil their potential in a positive and supportive environment.

We aim to differentiate our curriculum to suit our pupils' needs, and we set targets for them to achieve. The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so.

The Head of Learning Support, in conjunction with the School Leadership Team, is to assess all pupils' learning needs and coordinate support for Special Educational Needs and Disabilities, including for those with an Education, Health and Care Plan (EHCP), and for those who English is an Additional Language to

ensure that we meet their learning requirements. The Head of Learning Support also provides Learner Profiles for all pupils with additional learning needs, available in the staff shared drive.

Evolving

To prepare each student for the ever-changing community of the 21st century, we keep the curriculum under constant review to ensure it is relevant and accessible. We respond to the needs of the pupils and the staff with a regular monitoring and evaluation programme. Personal, Social, Health and Citizenship Education (PSHCE) has a high profile throughout the school. It is central to understanding current social and moral issues and recognising the importance of traditional values within today's society. This is born of a strong sense of community: honesty, respect for others, self-respect, self-confidence, personal-moral values, and self-discipline.

Multi-cultural

We are a community enriched by staff and pupils from various backgrounds. Our curriculum aims to develop a respect for spiritual values and other cultures, faiths, and ways of life.

5. British Values at Fulham Prep School

At the heart of Fulham Prep School's vision is celebrating a caring culture of warm relationships and diversity. In line with this part of the school's vision are the aims to nurture the personal development of the individual within a caring, diverse, and warmly supportive environment, developing pupils' confidence, self-esteem and leadership skills and enabling pupils to cultivate civilised values, attitudes and standards that will guide them in their present and future lives as global citizens in a rapidly changing world.

Democracy

The principle of democracy is explored in subjects such as TPR and history, PSHCE and assemblies. Pupils encounter the practice of electing peers to the School's councils and selecting leadership roles.

The rule of law

The school is governed by rules that pupils are aware of through induction, assemblies, and documents such as the *Online and Acceptable Use of IT Agreement*. When they join the school, all staff, parents, and pupils know the safeguarding policy, procedures, and codes of conduct. Pupils are taught the value of and the reasons behind the rules, their responsibilities, and the consequences of their actions when these rules are broken.

The rule of law is explored in the curriculum through the PSHCE (Personal, Social, Health, Citizenship and Economic Education) programme and the TPR (Theology, Philosophy and Religion) syllabus (Prep School) and in the Pre-Prep this is referred to as RME (Religious and Moral Education) Pupils are made aware of the difference between the law of the land and religious law and the implications for them residing in England.

Individual liberty

Pupils are encouraged to ask questions, make independent choices, and take intellectual risks within a high-challenge/low-threat environment. The school seeks to create conditions for pupils to make informed choices. Pupils are encouraged to know, understand, and exercise their rights and personal freedoms and are advised on how to exercise these safely, for example, through online safety and PSHCE lessons.

Pupils are encouraged to develop, reflect on, and articulate their viewpoints. They are given the freedom to make choices in subject options and co-curricular programmes. In their teaching, our teachers encourage pupils to take ownership of their learning and make choices based on how they learn most effectively.

Mutual respect

Respect is central to the school's ethos and is modelled by pupils and staff. The school promotes respect for

others in the classroom and all other activities. The school seeks to develop mutual respect throughout the curriculum, and the code of conduct promotes respect and responsibility. All pupils and staff shall be encouraged to value and respect others and to challenge inappropriate attitudes, behaviour, and practices.

Pupils are encouraged to explore ideas and develop opinions, always understanding that disagreement does not entail losing respect for and understanding others' views.

Tolerance of those of different faiths and beliefs

Pupils are given the opportunity to explore and understand their place in the UK's culturally diverse society, and they are given the opportunity to experience diversity within the school community.

Assemblies allow pupils to appreciate different faiths and practices, and the programmes of study throughout the curriculum, especially TPR, History, RME and PSHCE support this. Pupils are given the opportunity to encounter other perspectives, religions, cultures, and languages in numerous ways – including trips abroad.

In fulfilling these aims, Fulham Prep School meets its obligations under Section 26 of the *Counter-Terrorism and Security Act 2015* ('Prevent Duty') by building pupils' resilience to radicalisation and helping them understand the importance of respect and critical thinking."

Teaching and Learning

Effective teaching and learning are essential for successfully delivering the curriculum and its aims. Staff are regularly involved in discussions on curriculum development, assessment, homework, and the provision for individual needs through whole school, middle management, and departmental meetings. We aim to create a challenging learning environment for learners of all styles, backgrounds, and abilities.

The SEND department will identify pupils who need learning support. This information will be communicated through learner profiles, the SEND register and shared folders. Recommendations will be made for appropriate differentiation and teaching strategies to allow full access to the curriculum. This is done through informal and formal observations, assessment results and screening.

Curriculum Overview

It is fundamental to the ethos of Fulham Prep School to provide an active learning environment for all our pupils of all levels of attainment and needs. Our schemes of work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge.

We aim to fulfil the potential of each child in our care whilst providing them with a programme that incorporates linguistic, mathematical, scientific, technological, human, and social, physical, aesthetic, and creative educational experiences. Our academic focus is balanced with our emphasis on pastoral care and the development of pupils' spiritual, moral, emotional, and physical needs. We seek to develop character and a true sense of values with a wide range of curricular, co-curricular and sporting activities.

To this end, Fulham Prep School aims to provide a broad-based academic curriculum across a wide range of subjects. Our curriculum aims to prepare children for life beyond, for their next stage in education or employment; we aim for them to contribute to society in various ways. Our curriculum is informed, but not dictated, by the EYFS curriculum, enriched National Curriculum expectations, the ISEB Common Entrance examinations at either 11 or 13 years old and how this evolves with the developing entrance requirements of senior schools. The curriculum must be seen as the primary component of a pupil's education that, together with the pastoral care and the co-curricular activities offered, helps pupils to

develop a wide range of key and transferable skills so that they are equipped to move on with confidence to the next stage of their education and beyond. Our curriculum is organised to promote learning, personal growth, and development. We aim to provide a challenging and stimulating environment which encourages a love for learning, intellectual curiosity, creativity, personal growth, and development.

Our curriculum is well-planned for each age group. It ensures that pupils of all abilities, including those with special educational needs and/or disabilities and those the more able, can acquire knowledge and understanding, develop and practice new skills and progress in a broad range of areas of learning. Where a pupil has an Educational Health and Care Plan (EHCP), we make provision to meet the requirements set out in the statement.

The taught experience includes the range of co-curricular activities that Fulham Prep School organises to enrich students' experience. It also consists of the 'hidden curriculum': what the pupils learn from how they are treated and expected to behave and interact with one another.

When evaluating the quality of the curriculum, we consider:

- The **Intent** of our curriculum (as above)
    - We modify this Intent to meet the needs of individuals and groups of pupils, including our more able and disabled pupils or those with Special Educational Needs and Disabilities.

- **Implementation**:
    - Appropriate schemes of work support our curriculum planning, and both build systematically upon pupils' prior experience and plans for progression.
    - Our curriculum 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.
- The **Impact** of the curriculum on pupils' academic and personal development and the role it plays in preparing them for the opportunities and choices at the next stage of the educational journey
- The views of our pupils, parents, and staff

Within the curriculum, we ensure that principles are actively promoted, which:

a) enable students to develop their self-knowledge, self-esteem and self-confidence.
b) enable students to distinguish right from wrong and respect England's civil and criminal law.
c) encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely.
d) enable students to acquire a broad knowledge of, and respect for public institutions and services in England.
e) promote further tolerance and harmony between different cultural traditions by enabling pupils to gain an appreciation of, and respect for, their own and other cultures.
f) encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

We plan coherence in pupils' learning across the school to encourage high achievement. Continuity and progression through succeeding phases of education are ensured through curriculum planning across the

school, which is monitored regularly by senior managers. The school emphasises the links between each learning phase to ensure pupils' smooth transition.

The critical skills of literacy and numeracy skills are emphasised throughout all subjects, and ICT (Computing)/ Technology is an integral part of all learning. In particular, it is used to present work, research information and portray data across the curriculum. In all our curriculum areas, we strive to ensure pupils are given a range of views; no single perspective or paradigm is promoted, and pupils are not influenced by staff on specific political points of view. Fulham Prep School endeavours to make sure presentations and visiting speakers offer a balance between opposing viewpoints.

The school emphasises equality of access to the curriculum. Pupils are presented with equivalent knowledge and skills for each subject, but at levels and in ways appropriate to their needs.

Where required, work is adapted to the different needs and abilities of the pupils, often through additional scaffolding in class and for homework assignments.

The PSHE Programme (Jigsaw) and the PSHCE Association enhance the curriculum in all years.

Pre–Prep (Nursery, Reception, (EY) and Years 1 & 2), Prep (Years 3-8) Curriculum Areas

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading, and writing. French is taught throughout the Pre-Prep & Prep; Spanish is an alternative option to French from Year 7, and Latin is taught from Year 5, along with the alternative options of Classical Civilisation and Study Skills in Years 7 and 8.

Linguistic skills are most overtly brought into focus in English lessons. Teaching literacy and literacy skills are not confined to this subject alone, and the school's policy is that teachers of all subjects encourage good linguistic and literary standards in all pupils' work. Literacy skills are further enhanced through performing arts and drama lessons as well as through speech and drama examinations.

Mathematical

This area helps our pupils make numerical calculations, understand and appreciate relationships and patterns in number and space, develop their capacity to think algebraically and logically and express themselves clearly. Knowledge and understanding of mathematics are developed in various ways, including through practical activities, investigations and exploration, discussion, problem-solving, and competitions.

Scientific

This area at Fulham Prep School is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and developing the skills and understanding of the scientific process - a process of enquiry involving observing, forming hypotheses, conducting experiments and recording one's findings.

Human and Social

This area at Fulham Prep School is concerned with people, their actions, and their environments - both now and in the past. At Fulham Prep School, History, Geography, PSHCE, and TPR (Theology, Philosophy

and Religion), and Citizenship, strongly contribute to this area. We also look to connect ideas across the human, social and scientific areas of study.

Technological

Technological skills for Fulham Prep School pupils include Information and Communication Technology (ICT/Computing); developing, planning, and communicating ideas; working with equipment, materials, and components to produce products the children are proud of; and finally, evaluating processes and products.

Physical

This area aims to develop Fulham Prep School pupils' physical control, coordination and physical literacy, as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance. Pupils also learn and understand the basic principles of fitness and health.

Aesthetic and creative

This area is concerned with making, composing, and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution, including ICT and DT, the study of literature, music, art, dance, and drama – primarily because they call for personal imagination and often practical responses.

Spiritual, Moral, Social and Cultural Development (SMSC)

The above policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Whilst SMSC is integral to all aspects of our curriculum, PHSCE, and TPR/RME/RS strongly contribute. Pupils are led towards distinguishing right from wrong, respecting the law, and acting consistently with their beliefs and with a view to the consequences of their own and others' actions, all underpinned by the teaching of Fundamental British Values.

The curriculum encompasses all National Curriculum subjects and is significantly broadened and enriched with diversity and variety at each stage of learning. (For further details of individual department policies, please see subject medium-term plans/ schemes of work.)

9. Special Educational Needs and Disabilities (SEND)

The School meets its statutory duties under the *Children and Families Act 2014* and the *SEND Code of Practice (2015)*.

Throughout the school, where a pupil has a Special Educational Need or Disability, we provide an education which fulfils those requirements. The school and, where relevant, the local authority will review such plans annually.

Our Special Educational Needs and Disability Co-ordinator supports staff in identifying pupils' difficulties and devising suitable teaching strategies and materials. If appropriate, pupils will receive an individual plan to record the provision for them and monitor their progress. The SENDCo liaises with parents and outside agencies to coordinate any extra help that may be required and to offer 1:1 small-group booster- or classroom- interventions to support learning.

Through ongoing classroom observation and assessment, we identify and meet the needs of able and

talented children and work closely with specialists and professional agencies to ensure that the needs of such children are met. With individual assistance, pupils with English as an Additional Language are appropriately catered for following an entry assessment of their spoken and written language ability.

The SENDCo ensures effective liaison with the local authority in respect of Education, Health and Care Plans and coordinates the implementation of reasonable adjustments under the *Equality Act 2010*."

10. Assessment and Reporting

Assessment is an essential part of each curriculum area. Regular assessments of pupils' work assist staff in monitoring pupils' progress, establishing their level of attainment and informing their future planning.

CEM and GL assessment digital packages are used across the school to gain baseline data and assess progress. Examination board criteria are used to track and assess progress for examination classes.

We use many types of formative assessment (AfL) in class and our marking ('WOW's and 'NOW's) and supplement this with periodic formal assessments (end-of-topic tests and summer exams) so that children know where they are in their learning and what to focus on to improve.

All students from Year 7 up, take weekly cycle tests, which are logged, tracked, and monitored. Results are RAG-rated, and action plans are implemented to support progress and "closing the gap".

Reporting to parents and children includes three main activities: parents' evenings (children from Year 7 and above attend with parents), 'Work Marks' (grades for Attitude to Learning and Attainment; Working towards… and Targets, and predicted grades) and full, written reports.

11. Equal Opportunities

We believe that all pupils in the school should have equal access to the curriculum, enabling every child to learn, make progress and fulfil their potential.

12. Early Years Curriculum (2025)

The Early Years curriculum fully complies with the *Statutory Framework for the Early Years Foundation Stage (2025)* and is monitored by the Head of Early Years and the SLT.

The Early Years Foundation Stage, which underpins the curriculum in Nursery and Reception classes, is distinct in its identity. The planning for the learning and development in our Early Years setting follows the curriculum outlined in the latest version of the EYFS statutory framework. With a comprehensive view of each child's level of development, an appropriate and challenging curriculum ensures that the needs of each individual are met effectively.

The EYFS framework includes seven equally important and interconnected learning and development areas. However, three areas known as the prime areas are considered particularly important for igniting curiosity and enthusiasm for learning and building children's capacity to learn, form relationships and thrive.

Prime Areas

- Communication and language
- Physical development
- Personal, social, and emotional development

The prime areas are strengthened and applied through **4 specific areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each area of learning and development is implemented through planned, purposeful play and a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. Our outdoor provision mirrors the opportunities available to the children inside, offering a mix of adult-led and child-initiated learning.

Staff within the EYFS look carefully at the children in their care, consider their needs, interests and stages of development and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development. To do this, staff working with the youngest children must focus strongly on the three prime areas.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

The development of each child is recorded through the ongoing observation of their learning journey and the completion and monitoring of achievements on assessment scales, which provide an accurate and detailed insight into the progress made by each individual in line with our progression of skills. The observations made of each child occur in a variety of environments and learning situations to ensure that an accurate recording of individual attainment is made.

On entry to the Nursery and/or Reception, a Baseline Assessment establishes the children's individual stages of development, strengths, and needs. When children have followed an EYFS programme at another Nursery, the records made by practitioners in that setting also provide vital information on individual attainment and requirements.

These are noted and absorbed into the practitioner's knowledge of each child.

Provision for Children Under Two

For children under two, staff place particular emphasis on the three prime areas of learning — Communication and Language, Physical Development, and Personal, Social and Emotional Development — as these underpin all future learning and development. The specific areas of the curriculum are introduced progressively as children grow and develop. Each child under two is assigned a key person who takes responsibility for their care, builds a secure attachment relationship, and works closely with parents and carers to ensure continuity between home and

school.

Planning and provision for the youngest children recognises that learning at this stage is characterised by sensory exploration, movement, and the development of early communication and relationships rather than structured activity. Ongoing observation is the primary means of assessment, with practitioners regularly reviewing each child's development across the prime areas to ensure their individual needs are met.

In accordance with the EYFS Statutory Framework (2025), all children aged between two and three receive a written Progress Check. This summary, shared with parents and carers, identifies the child's strengths and any areas where progress is less than expected, and informs planning for the child's next steps. Where the Progress Check identifies a potential developmental concern, the setting will liaise with relevant external agencies and, where appropriate, with the SENDCo.

Appendix 1: Curriculum Plan

Academic Timetable	Pre- Prep				Prep					
	PP N	PP R	PP Y1	PP Y2	PY 3	PY4	PY5	PY6	PY7	PY 8
	55	55	55	55	55	55	55	55	55	55
Cycle Assessment									1	1
Fulham Core	4	4	4	4	4	4	4	3	3	3
Public Speaking	1	1	1	1	1	1	1	1	1	1
PSHCE	2	2	2	2						
English	10	10	10	10	9	9	9	9	8	8
Communication skills										
Mathematics	10	10	10	10	9	9	9	9	8	8
IPC Replacement										
Science			1	1	2	2	4	4	6	6
Biology										
Chemistry										
Physics										
French	2	2	2	2	2	2	3	3	4	4
Spanish									4	4
Latin							1	3	3	3
Latin alternative									3	3
Topic	10	10	4	4						
History					2	2	2	2	3	3
Geography					2	2	2	2	3	3
Theology, philosophy, religion	1	1	1	1	2	2	2	2	3	3
VR			1	1	1	1	1	1		
NVR			1	1	1	1	1	1		
Computing	0	2	2	2	2	2	2	2	2	2
Music	2	2	2	2	1	1	1	1	1	1
Music/drama					1	1	1	1		
Instrument	0	0	0	1						
Choir	0	0	1	1						

Drama	0	1	1	1	1	1	1	1	1	1
Art	2	2	2	2	2	2	2	2	2	2
Philosophy	0	0	1	1						
Independent learning: projects										
Library	1	1	1	1	1	1				
Gymnastics	0	0	1	1						
Swimming	0	1	1	1	2	2	2	2		
Phys Ed	2	1	1	1	2	2	2	2	2	2
Assembly	2	2	2	2	2	2	1	1	1	1

Sport Timetable

Games	1	2	2	4	8	8	8	8	4	4	4	4	4

Pre-Prep

In the Nursery 1 classroom the children will be at school varying amounts of time as they are able to attend for pre-determined sessions. As such, they will receive a broad and balance curriculum ensuring progression in line with our Progression of Skills Framework for this age group which meet the demands of the EYFS framework (2024).

The Pre-Prep curriculum is divided between class and specialist teachers. Specialist teachers are responsible for teaching:

Nursery 1
Music

Nursery 2 and 3
Music, Games and French

Reception:
Music, Games, Dance, French, Computing & Swimming

Year 1
Drama, Music, Games, French, PE, Computing, Art & Swimming

Year 2
Drama, Music, Games, French, PE, Computing, Art & Swimming. Skills in speaking, listening, literacy and numeracy are promoted in all subjects, where possible and applicable.

Prep

The curriculum in Years 3 and 4 is divided between class and specialist teachers. Specialist teachers are responsible for teaching Drama, Performing arts, Music, French, ICT, Art, PE, Games, and Swimming.

Pupils in Years 5-8 are academically, creatively, and socially prepared for a range of examinations and scholarships to their choice of senior schools. Subject specialists teach all curriculum areas. The prep curriculum is significantly enhanced by a wide range of visits, residential experiences at home and abroad, competitive events, concerts, and clubs; Fed Talks and visiting speakers and trips also add to students' experiences and learning throughout the school.