



Curriculum Policy

This is the Curriculum Policy for Polwhele House which includes Early Years Foundation Stage. It is published on our website for parents of current and prospective pupils as per ISI Guidelines.

Aim: To provide a broad and balanced curriculum through which all children (those of compulsory school age and those covered by EYFS guidance) can achieve their full potential.

In order to meet this aim we expect our curriculum to exhibit the following principles:

- **Breadth:** The curriculum should be broad as a whole and in the various constituent parts. Throughout this broad curriculum British Values and the school's ethos such as mutual respect and courtesy are reinforced.
- **Balance:** The timetable ensures that there is a balanced curriculum, giving the children experience in the following educational areas:
 - linguistic
 - mathematical
 - scientific
 - technological
 - human, emotional and social (including PSHE)
 - physical
 - aesthetic and creative
 - social, moral, spiritual and cultural

Each area is allocated the time and resources to make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable.

- **Relevance:** The learning objectives: (i) are appropriate to the age and ability of the children and help to prepare them for the requirements of the next stage of education, including appropriate careers guidance in KS3; (ii) 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; and (iii) include effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- **Parity:** All of the curriculum areas are valued equally. As the children move through school some components have a greater weighting but the importance of each is not diminished.
- **Entitlement:** All children regardless of race, nationality, gender, religion, age or disability have an entitlement to an appropriate curriculum.

- **Access:** All children have access to the experiences, people and resources necessary to realise their potential in education. IEPs are provided for any children with significant LDDs.

Monitoring and Evaluation

The responsibility for the whole-school curriculum in subject areas lies with the the Director of Studies. This includes producing policies and the planning and monitoring of both the syllabus and schemes of work. The Director of Studies is assisted by subject co-ordinators in the Pre-Prep. The overall responsibility for the curriculum is held by the Headmaster, Assistant Head/Director of Studies and Managing Council. In addition to regular observations by the Headmaster and Assistant Head/Director of Studies, the Managing Council visit various classes prior to their meetings on an annual basis. Individual subject curricula are reviewed by the Managing Council twice a year, in rotation, prior to their meetings. There are staff presentations to the Managing Council on different aspects of the curriculum.

Created: September 2009

Reviewed: July 2011 (DM), Feb 2012 (DM), October 2012 (SMT), September 2015 (SMT), March 2017, September 2018

Review date: According to the school's three-year policy review cycle