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## Windrush Valley School

### Policy Documents Annual Review Record

<b>Citation</b>	<p>This document shall be cited as: <a href="#">Curriculum Policy</a></p> <p><u>Linked to:</u> <a href="#">Special Educational Needs and Disability (SEND) policy</a></p> <p><a href="#">RSE and PSHEE Policy</a> <a href="#">Homework policy</a> <a href="#">Marking and Feedback policy</a> <a href="#">Homework Policy</a> <a href="#">Planning Policy</a> <a href="#">Able, Gifted and Talented policy</a> <a href="#">Early Years Policy</a> <a href="#">Assessment Policy</a> <a href="#">EAL Policy</a> <a href="#">Windrush 360 House &amp; Reward System</a> <a href="#">Equal Opportunities [including everyone] Policy</a></p>
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## Curriculum Policy

### Introduction

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

Our curriculum policy provides the educational content and structure for:

1. The full-time supervised education of all pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
2. Pupils to acquire speaking, listening, literacy and numeracy skills.
3. Personal, social, health and economic education which
  - reflects the school's aims and ethos
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010
4. Pupils in the EYFS (below compulsory school age) a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
5. All pupils, including those in the EYFS, to have the opportunity to make progress
6. The effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Essentially, these are to enable all children to achieve their potential by developing their knowledge, skills and understanding in the academic, aesthetic and sporting domains whilst actively promoting 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 school aims to teach all children to grow into positive, responsible and healthy people, who can work and co-operate with others. It does so through all those planned activities that promote learning and personal growth and development. This includes the range of co-curricular activities and clubs organised to enrich the experiences of the children. The school places high value on positive behaviour as a product of strong inter-personal relationships.

### Aims, Ethos and Values

The curriculum is created to deliver the schools aims, ethos and values as set out here.

At Windrush Valley Prep School, [excellence starts here](#). Future success needs strong and enduring foundations. We value every [pupil](#), celebrate their unique abilities and recognise every achievement.

### Our Aim

We encourage and motivate every child to achieve their full potential by inspiring excellence, building character and being united in purpose.

## Our Values

Our core values of effort, kindness and responsibility encourage and support a holistic approach to every child's development. Your child's journey to becoming a confident and valued member of society starts at Windrush Valley Prep School.

## Our Ethos

Guided by these aims and values, Windrush Valley Prep School is a community that fosters holistic development and growth, where all members feel safe, happy and respected. Dedicated to the success and wellbeing of every child, we nurture confident, responsible individuals ready to make a positive impact on society.

## **Objectives of the curriculum**

- provide a safe, welcoming environment where everyone feels valued;
- ensure our children have high self-esteem and enjoy coming to school, have respect for themselves and others and have a positive attitude towards learning;
- allow all children to learn and develop their skills, knowledge and abilities to the best of their potential;
- help children develop lively, enquiring minds where they question rather than merely accept;
- give children knowledge and understanding which will equip them for future challenges;
- provide children with a high-quality education, while embedding the school's values and ethos which are at the heart of the school;
- promote independence, encouraging children to take responsibility for their learning and behaviour;
- motivate children to adopt and maintain a healthy lifestyle and an appreciation and love for sporting activities;
- encourage children's creative abilities and to develop their own thinking;
- teach children to have an awareness of their own spiritual development, to understand right from wrong, the importance of truth and fairness and a commitment to equal opportunities for all;
- nurture the personal, social and spiritual development of children into caring and responsible young people;
- promote good behaviour within a framework of mutual trust and respect;
- help children understand the importance of truth and fairness and right from wrong, so that they grow up committed to equal opportunities for all;
- actively promote and uphold the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

## **Key Skills**

In line with our ethos of preparing children for life beyond Windrush Valley School, a set of key skills have been identified which are taught and practiced throughout the curriculum and can be summarised as follows:

- reading, writing, speaking and listening;
- numbers and number systems;
- digital literacy;
- working with and respecting others;
- independence of thought and action;
- problem-solving;
- the desire to work hard, overcome obstacles and succeed.

## Content

- Academic
  - ☆ Reading/Writing
  - ☆ Mathematics – White Rose Maths
  - ☆ English/Grammar
  - ☆ History
  - ☆ Geography
  - ☆ Languages
  - ☆ Sciences
  - ☆ Computing
  - ☆ Art
  - ☆ Design Technology
  - ☆ PSHE/RSE
  - ☆ RE
- Performance
  - ☆ Stage productions and musicals
  - ☆ English Speaking Board preparation and examinations
  - ☆ Music (Band/Choir)
  - ☆ Chipping Norton Music Festival
- Sport
  - ☆ Team games/PE
  - ☆ Fitness and Health
  - ☆ Athletics
  - ☆ Swimming
  - ☆ X-country
  - ☆ Competition

## PSHEE / RSE / RE and SMSC (see separate PSHEE / RSE Policy)

While PSHEE, RE and RSE are taught discretely across the year groups, they are also embedded in the school's routine and teachers' delivery of lessons across other subjects.

These subjects are taught using a spiral curriculum, revisiting, consolidating and extending the children's knowledge, awareness and understanding during their time at the School. It addresses the welfare, health and safety of our pupils, alongside preparing them for the opportunities, responsibilities and experiences of their later lives.

The curriculum incorporates three key areas:

- Health and Wellbeing
- Relationships
- Living in the wider world

The half termly plans alternate between a focus on PSHEE/RSE or RE but incorporate SMSC and British Values throughout the curriculum.

This alternate delivery of lessons provides an opportunity to develop an understanding of the protected characteristics through a wide range of discrete lessons. These being: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation.

These lessons are introduced and revisited at different stages of the curriculum and are delivered at age-appropriate stages.

#### SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) DEVELOPMENT OF CHILDREN

The School seeks to:

Actively 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.

Ensure that principles are actively promoted which:

- enable children to develop their self-knowledge, self-esteem and self-confidence.
- enable children to distinguish right from wrong and to respect the civil and criminal law of England.
- encourage children 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 in which the school is situated and to society more widely.
- enable children to acquire a broad general knowledge of and respect for public institutions and services in England.
- further tolerance and harmony between different cultural traditions by enabling children to acquire an appreciation of and respect for their own and other cultures.
- encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

SMSC development is promoted through: assemblies; pupil voice; cross-curricular lessons; PSHEE / RSE and RE lessons; enrichment activities; the pastoral programme; and through the WINDRUSH360 house point system.

While PSHEE is taught discretely across the year groups through a scheme of work, it is also embedded in the school's routine and teacher's delivery of lessons. Weekly assemblies present and discuss key values and House Meetings, run by the House Captains, provide a pupil voice. Pupil voice is also heard through weekly check-in meetings and the Student Council. English is planned so as to make specific links between topics and SMSC and Fundamental British Values.

## **Organisation and Planning**

Windrush Valley undertakes its planning in three distinct phases – long, medium and short term. The school's academic year provides the core organisational structure for the entire planning model, enabling where possible, for topics to be organised on termly (approximately 12-weekly) duration, each broadly following published NC models. In particular this facilitates continuity and progression of pupils' learning, the sensible deployment of equipment, staff and resources across the school, and provides for appropriate forward planning of the budget.

At EYFS, an inter-disciplinary topic approach to curriculum planning is adopted, with an emphasis on coherence and coverage of the Early Years Foundation Stage, Early Learning Goals, to ensure progression in all curriculum areas. The school supports the principle that young children learn best through a combination of play and their engagement in well-planned structured activities. Progression to compulsory education is supported by the completion of the Foundation Stage Profile.

At Key Stage 1 greater emphasis is placed on the core subjects, which are taught separately. There is an integrated approach to the Foundation subjects, allowing teachers the opportunity to plan subjects around themes as opposed to discrete subject based topics.

At Key Stage 2 all subjects are taught discretely according to published schema to facilitate the introduction of specialist teaching and examination-based curricula.

### *Long term planning*

This is the school's structure of which topics to teach and when, across both non-statutory and statutory phases of provision, in each subject, across the entirety of the school. It commences with the Nursery aspect of the EYFS and extends to include Year 6 at the end of Key Stage 2.

### *Medium term planning*

Medium-term plans give clear guidance on the objectives and teaching strategies for each topic, by year group and term. Most of this detail is provided in both the teacher planning books of published schema and also in NC guidance material. Considerable teacher expertise and knowledge is necessary to ensure coverage of content, and progression of pupils' learning through the detail. Occasionally, teacher expertise is required to provide the entire programme, particularly in non-National Curriculum subjects, or where published guidance is not available.

### *Short term planning: schemes of work*

This involves the transfer of information from the previous stage into the specific or closely defined group of objectives for each class and individual pupil targets. It usually involves planning for a small number of lessons at any one time. These schemes of work consider the ages, aptitudes and needs of all pupils, including those with an EHC plan.

At this stage teachers' skill, knowledge and expertise are essential in converting published schema into meaningful and interesting lessons that successfully provide incremental progression of learning and ensuring that all pupils have the opportunity to learn and make progress. Detailed weekly plans for Maths and English are uploaded into the School's central drive.

### **Children with special educational needs** (see separate SEND Policy)

The curriculum is designed to provide access and opportunity for all children who attend the school. Adaptations to curriculum delivery to meet the needs of individual children are made following full consultation with parents and a detailed assessment of attainment and ability. The school provides a Graduated Approach SEND Support Plan (GASP) for each of the children who are on the special needs register. This sets out the nature of the special need, and how the school plans to address this. It also sets out targets for improvement to facilitate the periodic review and monitoring of progress. Where necessary, individual pupils may be referred for external professional assessment according to need. Reports and recommendations arising from such assessments are incorporated into an GASP under the direction of the school's Special Educational Needs coordinator (SENCo). Further details can be found in the school's SEND Policy.

### **Able, Gifted and Talented** (see separate Able, Gifted and Talented Policy)

The curriculum exists to provide a secure and stimulating environment for all our pupils. We promote and value challenge, creativity and independence in all our pupils, but our gifted and talented children are used as strong role models for others. Our excellent teaching and learning aim to maximise opportunities and develop the children's confidence, so they can challenge themselves and reflect on their learning. We believe in treating children as individuals, providing an education that is suited to their particular needs and abilities. This is especially relevant with children identified as able, gifted or talented, regardless of their gender or background.

To ensure that these children reach their full potential, it is important to adopt and implement appropriate policies and practices to fulfil their educational and social needs. Their specific talents and skills need to be nurtured; by providing them with either the opportunities to work at high cognitive levels in academic areas; or a chance to aspire for **creative** or physical excellence, whilst still ensuring the holistic needs of the child are met, in order to provide a well-rounded education. We believe a strong able, gifted and talented programme is vital to support the values of Windrush Valley School, as it promotes increased performance across the board, lifting the aspirations of children, teachers and support staff.

### **Pupil progress and assessment monitoring** (see separate Assessment Policy)

Pupils' progress is assessed and monitored at regular intervals throughout each school term. The results are carefully analysed and the information used to aid the planning of both content and delivery of subsequent lessons. All children are routinely checked to ensure that any emerging potential long-term learning difficulties are quickly recognised and appropriate remedial action is taken. Detailed assessments are carried out at the end of each term in English (Reading comprehension and Grammar) and Maths (Arithmetic and Reasoning) and results logged. A traffic light system of green amber and red highlights where pupils are, both in terms of their expected level and their progress since their last assessment.

Formal assessment is conducted at the end of EYFS (Foundation Stage Profile), Key Stage 1 (internal marked assessment) and Key Stage 2 (externally marked Standard Assessment Tests).

### **Monitoring and review**

The Headteacher is responsible for the day-to-day organisation of the curriculum, which is delegated to the EYFS Lead, Heads of KS1 and KS2

**Amanda Douglas**  
**Headteacher**  
**January 2026**