



CHARLTON HOUSE

— Catholic Prep —

Nurturing excellence, embracing
communities and inspiring futures

Curriculum Policy

Reviewed and approved by the full governing body November 2025
To be reviewed by FGB November 2026

Date	Dec 2024	Nov 2025		
Reviewed by	FGB	FGB		

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will support and challenge our pupils to do their very best by providing an extensive and broad range of learning experiences.

Values

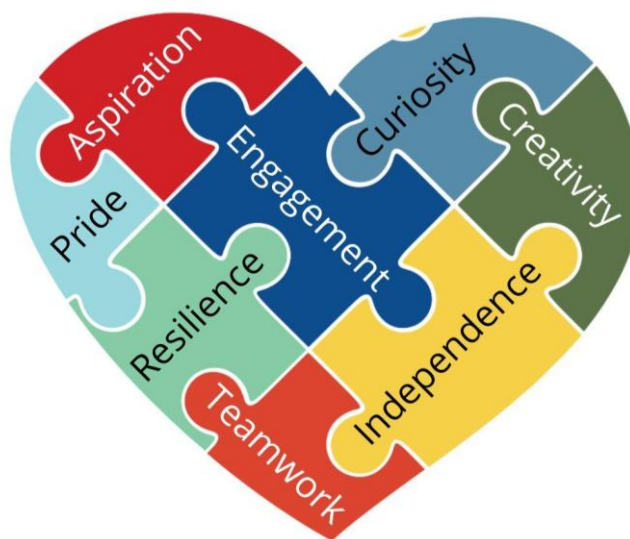
We value the way in which all pupils are unique and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth

- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community
- We value the rights enjoyed by each person in our society. We respect each pupil in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be a successful member of society and we provide equal opportunities for everyone
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it.

Aims

- To enable all pupils to learn and develop their knowledge, understanding and skills to the best of their ability.
- To promote a positive attitude towards learning so that pupils enjoy coming to school and acquire a solid basis for lifelong learning
- To teach pupils the basic skills of literacy, numeracy and computing
- To teach a broad and balanced curriculum and to fulfil the requirements of the Diocesan syllabus for Religious Education
- To teach pupils to have an awareness of their own spiritual development, and to understand right from wrong
- To enable pupils to be creative and to develop their own thinking
- To teach pupils about their developing world, including how their environment and society have changed over time
- To impart an understanding of the moral and ethical nature of fair business practice/fair trade in our global community
- To help pupils to understand Britain's cultural heritage
- To enable pupils to be positive citizens in society
- To help pupils understand the importance of ethical practices so that they grow up committed to fair and just treatment of others
- To enable pupils to have respect for themselves, have a high self-esteem and be able to live and work co-operatively with others

Our Learning Values



The principles that underpin the delivery and content of the curriculum are based on the following:

Progression and continuity

The principles of progression and continuity are maintained throughout the Key Stages by taking into account the transitions from Early Years through to Key Stage One, Key Stage Two and into secondary education. In addition, the curriculum, through the principle of progression, enables students to systematically expand their knowledge, understanding, skills and values by building on earlier learning.

Breadth and balance

The principles of breadth and balance are applied to all Key Stages, ensuring that students are given the opportunity to experience a wide selection of subjects. The timetable ensures that there is a balance across all subject areas.

Relevance

Through all Key Stages, the curriculum is designed to meet the needs of a dynamic and multifarious community with a range of abilities. The curriculum will celebrate the multicultural nature of the school and be differentiated to meet the needs of individual students.

Through the curriculum, students will have opportunities to acquire:

Knowledge and Understanding

As informed by the National Curriculum and set out in the school's programmes of study, knowledge and understanding can be defined as the acquisition and application of a range of information, both theoretical and practical. Such knowledge and understanding allows assumptions, inferences and insights to be made. It promotes the development of abstract thought.

Key skills

- Communication, language and literacy
- Application of number
- Use of information technology and computing
- Working with others
- Improving one's own learning and performance
- Problem-solving

In our curriculum planning, we plan to help pupils develop these skills so that progress can be identified and monitored. All subject areas contribute to a pupil's progress in these skills. We believe that all pupils need to make good progress in these skill areas in order to develop their true potential.

Organisation, planning and assessment

We plan our curriculum in three phases. We agree on long-term plans for each class: Kindergarten & Reception, Year 1 & 2, Year 3 & 4 and Year 5 & 6. These indicate what topics are to be taught in each term. We review our long-term plans on an annual basis.

Our medium-term plans give clear guidance on the objectives that we cover when teaching each subject. It indicates how children will be assessed against key objectives and the different types of learning skills that will be promoted.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each lesson and to identify what activities and resources we are going to use. They highlight the differentiation of tasks and the assessment opportunities taking place in the lesson. These are published on Google Classroom.

Early Years Foundation Stage

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning goals. There is planned progression in all curriculum areas.

Our school fully supports the principle that young pupils learn through play and by engaging in a combination of well-planned structured activities alongside pupil-led opportunities that engage their personal interests. Teaching in Kindergarten and Reception builds on the experiences of the pupils in previous settings. We do all we can to build positive partnerships with the variety of nurseries and pre-school in the area.

During the pupils' time in Early Years, the teachers observe and record the development of each pupil as they progress through the Foundation Stage. This assessment forms an important part of the future curriculum planning for each pupil.

Continuity and progression are paramount across the key stages. Teachers and curriculum leaders meet to monitor coverage.

There is ongoing formative assessment throughout the year when work is assessed and moderated, and formal summative assessments take place at the end of each term. Parents receive written reports three times per year and have the opportunity to discuss their child's progress with the class teacher upon reading them.

Pupils with special educational needs

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 in consultation with the parents.

If a pupil has a special educational need, we will do all we can to assess and meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for pupils with special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the pupil's needs within the normal class organisation. If a pupil's need is more severe, we work with the SENDCo, class teacher and parents to put in place a 'Pupil Passport.' This will set out the nature of the special need and outline how the school will aim to address the need. It will also set out targets for improvement so that we can review and monitor the progress of each pupil at regular intervals.

In an open and honest dialogue, we will not admit children for whom we don't have the necessary expertise.

We are aware that all pupils need the support of parents and teachers to make good progress at school. We strive to build positive links with the parents by keeping them informed about the way in which the pupils are being taught and how well each pupil is progressing.

Roles and Responsibilities of the Staff, Headteacher and Governors

All staff will ensure that the school curriculum is implemented in accordance with this policy under the guidance of Senior Leaders and Curriculum Leaders.

The Head Teacher will ensure that:

- All statutory elements of the curriculum and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of computing.
- The amount of time provided for teaching the curriculum is adequate.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum. In such cases, and with parental consent, students will be offered additional time in areas of the curriculum that will support their learning needs. i.e. additional English through curriculum support.
- The procedures for assessment meet all legal requirements and pupils and their parents/carers receive information to show how much progress each pupil is making and what is required to help them improve.

- The Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

The Board of Governors will ensure that:

- It considers the advice of the Head Teacher when approving this Curriculum Policy and when setting non-statutory targets
- Progress towards annual targets is monitored
- They participate actively in decision-making about the breadth and balance of the curriculum
- Political issues are always presented to pupils in a balanced way

Arrangements for monitoring and evaluation

The Governors will receive an annual report from the Head Teacher on:

- The standards reached in each subject, at the end of each Key Stage (where appropriate) in English, Maths and Science.
- The standards achieved by pupils with Special Educational Needs
- The number of pupils for whom the curriculum was disapplied.
- The views of staff about the action required to improve standards
- The nature of any parental complaints