Griffin House Preparatory School

Little Kimble
Aylesbury
Buckinghamshire
HP17 0XP

Curriculum Policy

Policy reviewed by: Emma Webb

Review date: September 2026

Submission: September 2026

Policy actioned from: 1st September 2026 – 31st August 2027

Next review date: August 2027

Reviewer's Signature:

Head Teacher's Signature:

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Griffin House School; 'parents' refers to parents, guardians and carers.

Griffin House School

Curriculum Policy

This policy should be read in conjunction with the Curriculum Delivery Guidance notes.

1. Rationale (Intent)

Through our curriculum, our intention is that all pupils should grow to be independent learners who are able to explore their own thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of English and mathematics, within a safe and welcoming environment.

The foundations for future learning are set in our pre-school and reception years through both structured and child-initiated activities. As pupils progress through the school we focus increasingly on academic skills, aiming to expose them to as many learning and developmental opportunities as possible and to thoroughly prepare them for their respective entrance examinations at eleven plus

We take into account the ability of every pupil in order to ensure that each is challenged, and their talents fostered in order to build their future education. When pupils leave Griffin House School, we want them to be confident and independent learners who are ready to embrace the challenges of the next stage of their education.

2. Aims (Intent)

- To provide a broad, balanced, relevant and purposeful curriculum
- To build on pupils' prior experiences, skills knowledge and understanding
- To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically
- To create and deliver a curriculum which is dynamic and flexible to changing needs
- To provide stimulating learning environments enabling pupils to be creative and develop their own thinking
- To provide opportunities for pupils to celebrate success and achievement
- To make explicit what is taught and how the intended teaching and learning will take place
- Through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of pupils to be evaluated
- On the basis of quality assessment information, identify individual pupils, groups of pupils and aspects of the curriculum which require particular attention
- Develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified above
- To ensure provision for equal opportunities, cultural diversity and religious education
- To acknowledge that learning experiences occur 'outside' of school and recognise parents and carers are key partners in recording and informing of these (educators and partners)
- To ensure the pupils' spiritual, moral, social and cultural development is given strong emphasis
- To effectively promote fundamental British values
- To provide opportunities for pupils to set their own targets and understand their next steps as learners

- To utilise digital literacy within the curriculum to enhance learning experiences

3. The quality of education provided (Implementation and Impact)

3.1 All pupils of compulsory school age attend school full time.

3.2 All pupils are supervised by school staff throughout the school day. Supervision for Foundation Stage pupils is in accordance with the requirements of the adult/child ratios set out in *The Early Years Foundation Stage Statutory Framework*, as amended by The Early Years Foundation Stage (Welfare Requirements) Regulations September 2021.

3.3 Griffin House School follows the Early Years Foundation Stage framework (September 2021). The curriculum planning is centred around working towards achieving the Early Learning Goals and on developing children's skills and experiences within a rich and varied environment.

Griffin House School fully supports the principal that every child is unique. Children at this age learn through play and by engaging in a combination of well-planned, structured activities and child-initiated activities. Teaching in the early years builds on the experiences of the children in their pre-school learning.

The curriculum for Pre-School and Reception pupils is based on three general areas and the seven areas of learning.

Prime Areas:

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

Specific Areas

- Literacy
- Numeracy
- Understanding the world
- Expressive Arts and Design

Staff monitor the children in their play and scaffold this by adding richer language and further developing their skills. Through more focussed, adult-led interactions and sessions, specific skills can be taught and practised. Observations of the children, photos and the work that they do, feedback from parents and comments made by the children, enables us to assess where the pupils are working and develop their individual next steps.

3.4 The curriculum for Key Stage 1 and 2 pupils is based, but adapted for our individual setting, on the programmes of study in the National Curriculum and the following subjects are generally taught in mixed ability classes by generalist teachers:

- English (including speaking, listening and literacy)
- Mathematics (numeracy)

- Academic Studies
- Science
- History
- Geography
- Learning for Life (PSHEE)
- Computing

The following are taught by specialist teachers:

- Art and Design
- Music
- Physical Education
- Drama
- Modern Foreign Languages (French and Spanish)
- Classical Languages - Latin

3.5 As a school, we ensure that the schemes of work for each curriculum area are appropriate for the age and aptitudes of the pupils in each year group. Class teachers will liaise with the Head, Deputy Head Academic and the SENDCO to adapt the schemes of work where necessary to cater to the needs of pupils who have been identified as requiring an enriched programme of study or those who require learning support or who have an Educational Health Care Plan (EHCP). We ensure the curriculum caters for the needs of individual children from all ethnic and social groups in order to ensure all pupils have the opportunity to learn and make progress.

3.6 The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life. The curriculum at each level is designed to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, confident and considerate members of the community.

3.7 Throughout the school Learning for Life (PSHE/RSE) is an integral part of the curriculum. Although allocated a specific timetabled period, it is expected that all teachers will take the principles of the subject into consideration when planning and delivering lessons, taking advantage of all opportunities as they arise. The unique nature and unpredictable nature of certain issues means that these will not always be reflected in formal planning.

3.8 Education for Social Responsibility (ESR) underpins many aspects of our curriculum. We believe that we are responsible for preparing our pupils with a comprehensive understanding of their world today and its future. We also believe in equipping them with the skills, creativity and determination to be the change makers who will run the economy withing the ecological limits of a finite planet. At Griffin House School, the pupils have an understanding and an appreciation of interrelated social, economic and environmental issues across the range of curriculum subjects across all age groups.

4. Extra-curricular activities

Extra-curricular activities take place each evening after school for all pupils in Reception (Spring term onwards for Reception) and above. All pupils above Year 2 have the opportunity to learn an instrument and from Year 3 join a choir. These activities take place during the school day.

5. The school day

Opportunities for child-initiated play, both indoors and outdoors are integrated into the school day for Pre-School and Reception pupils. All pupils have opportunities for timetabled playtimes both indoors and outdoors.

Class	The School Day
Pre-School (EYFS)	8.30am – 3.30pm
Reception (EYFS)	8.30am – 3.30pm
Pre-Prep (Years 1 and 2)	8.30am – 3.30pm
Prep (Years 3 to 6)	8.30am – 3.45pm

6. The structure of the curriculum at Griffin House School

The structure of the curriculum at Griffin House School is broadly planned in conjunction with the National Curriculum (as set out below) and requirements for the eleven plus entrance examinations, with a particular emphasis given to English, mathematics and reasoning. As an independent school, we also have the advantage of offering a broader range of subjects not on covered by the National Curriculum such as Politics and Debate, Latin and Academic Studies.

Regular meetings between the Head, Deputy Head Academic and classroom teachers enable curriculum coherence and facilitate curriculum change and development.

<table>
<tr><th>Age</th><th>NC Year</th><th colspan="2">Key Stage</th></tr>
<tr><td>3-4</td><td>Pre-School</td><td colspan="2">Foundation</td></tr>
<tr><td>4-5</td><td>Reception</td><td colspan="2">Foundation</td></tr>
<tr><td>5-6</td><td>Year 1</td><td colspan="2" rowspan="2">KS 1</td></tr>
<tr><td>6-7</td><td>Year 2</td></tr>
<tr><td>7-8</td><td>Year 3</td><td rowspan="4">KS 2</td><td></td></tr>
<tr><td>8-9</td><td>Year 4</td><td></td></tr>
<tr><td>9-10</td><td>Year 5</td><td></td></tr>
<tr><td>10-11</td><td>Year 6</td><td>11+</td></tr>
</table>

7. Social, Moral, Spiritual and Cultural (SMSC) and Fundamental British Values

7.1 We recognise that the spiritual, moral, social and cultural, (SMSC) element of pupils' education is crucial to their development as individuals, allowing them to take their rightful place in their community as local, national and global citizens. SMSC is about the values students are encouraged to hold and their attitude towards learning, knowledge and society. Through SMSC we seek to develop attitudes and values that

will enable students to become responsible and active members of society. We are committed to the SMSC development of all pupils at Griffin House School.

7.2 The DfE have reinforced the need 'to create and enforce a clear and rigorous expectation on all schools to 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.'

The Government set out its definition of British values in the 2015 Prevent Strategy and these values are revised when necessary. At Griffin House School these values are reinforced regularly across all areas of the curriculum and the day-to-day life of the school. Please refer to the document: Promoting Fundamental British Values at Griffin House School.

8. Griffin House School Remote Education and Continuity of Learning

Remote education may be provided for pupils who:
• Are absent from school due to short-term illness but are well enough to engage in learning.
• Are absent due to medical treatment, recovery or long-term health needs.
• Are unable to attend school due to exceptional circumstances.
• Are participating in a phased return to school.
• Are absent for a period agreed by the Headteacher where remote education is appropriate.
• Are affected by circumstances requiring temporary closure of a class, year group or the school.

The school recognises that remote education may not always be appropriate during periods of illness. Decisions regarding provision will be made on an individual basis, taking account of the pupil's wellbeing and ability to engage in learning.

If remote learning is needed, pupils will continue to follow a curriculum that is as close as possible to their normal learning in school.
Remote learning may include:

- Live lessons.
- Recorded teaching videos.
- Microsoft Teams assignments and resources.
- Teacher-prepared activities.
- Printed learning packs where needed.
- Projects and investigations linked to the curriculum.
- Reading, spelling and fluency activities.
- Online learning websites and platforms.
- Opportunities for feedback and questions.
- Physical activity and wellbeing tasks.

Remote learning will include a mix of online, practical, creative and independent activities and will not rely solely on screen time.

Curriculum Expectations
Remote learning will:

- Follow the school curriculum as closely as possible.
- Include English, Mathematics and foundation subjects.

- Build on previous learning and introduce new knowledge.
- Maintain high expectations for effort and presentation.
- Support pupils to become independent learners.
- Include opportunities to check understanding and progress.
- Be adapted where needed to meet individual needs.

Teachers will make learning goals clear so pupils understand what they are expected to learn.

Inclusion and Accessibility

The school will support all pupils to access remote learning. This may include:

- Adapting resources for pupils with SEND.
- Making reasonable adjustments to activities.
- Supporting families who have difficulty accessing technology.
- Providing alternative resources where online learning is not possible.
- Working closely with parents and carers to support engagement.

Roles and Responsibilities

Teachers

Teachers will:

- Provide high-quality learning linked to the curriculum.
- Set appropriate work and maintain high expectations.
- Monitor participation and completed work.
- Give feedback and address misunderstandings.
- Communicate with pupils and families when needed.
- Follow all safeguarding and data protection requirements.

Pupils

Pupils are expected to:

- Take part in remote learning activities.
- Complete work to the best of their ability.
- Ask for help when needed.
- Follow school expectations for behaviour online.
- Demonstrate the school's values.

Parents and Carers

Parents and carers should:

- Support learning routines at home.
- Provide a suitable learning space where possible.
- Inform the school of any difficulties accessing learning.
- Encourage independence while offering support when needed.

Safeguarding

Safeguarding remains a priority during remote learning. All online teaching and communication will:

- Use approved school platforms.
- Follow school safeguarding and online safety policies.
- Comply with Keeping Children Safe in Education (KCSIE).
- Meet UK GDPR and data protection requirements.

Monitoring and Review

Senior leaders will monitor:

- Pupil engagement.

- Quality of remote learning.
- Feedback from pupils, staff and parents.
- Curriculum coverage and pupil progress.

This policy will be reviewed according to the school's review schedule or sooner if guidance changes.

This policy will be reviewed annually