



Our Lady's Preparatory School and Day Nursery

School Curriculum Policy 1.3

Background to the Policy

We are proud of who we are and what we do and as a result, our ethos as a Catholic School is clear.

The School Values of respect, charity, joy, excellence, family and care are derived from Gospel values and the Virtues of the Church. We enable our children to live these values through positive action, both in school and in their own family and community.

Hence, the aim at Our Lady's is to nurture, build and prepare each child in order to help them to fulfil their potential in every aspect of their development. We aim to do this by providing a broad, considered curriculum in a nurturing, progressive academic environment.

This policy should be read alongside our SEND, Stretch and Challenge, Wellbeing, Equal Opportunities policies.

A Broad Curriculum:

- In its most narrow definition, Our Lady's remit is to prepare our pupils thoroughly for the next stages of their educational journey.
- We regard the primary years as forming the broad and deep base on which our pupils will build their future education.
- We therefore aim to give our pupils as broad and balanced an education as possible during their time with us.
- The school's Catholic values of treating everybody equally underpins the aims and delivery of the curriculum.
- Significant focus is placed on English, Mathematics, RE, computing and languages.
- The pupils' spiritual, moral, social and cultural (SMSC) development is given a very strong emphasis, particularly in personal, social, health, citizenship and economic education (PSHCEE), religious education (RE), RSHE (Relationships, Sex and Health Education) and dedicated wellbeing sessions.
- Specialist teachers are used for delivery of French, Music and Sport.

Aims of the Curriculum

At Our Lady's we undertake to:

- Promote a love of learning and develop intellectual curiosity.
- Have high expectations of the children and ourselves.
- Develop the key skills of reading, writing, communication, maths and computing at all stages and across the curriculum.
- Raise levels of attainment for all pupils; enabling them to achieve their personal best and to celebrate their achievements.
- Develop confident, disciplined and enquiring learners who are able to make informed choices. All our pupils are given excellent opportunities to learn and make progress, not just within the classroom, but in their outdoor learning as well.
- Where necessary, prepare pupils to the standards and style of entrance examinations to senior schools most suited to their abilities and temperament.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Encourage open, considerate and positive relationships between all members of the school as a whole.
- Ensure equal opportunities in relation to gender, race, class, special needs, and belief.
- Show respect for all cultures and nationalities.
- To promote pupils' spiritual, moral, cultural, mental, physical, aesthetic and practical development.
- Ensure that the fundamental British values of democracy, rule of law, individual liberty, respect and tolerance for different faiths and beliefs is at the core of our curriculum – please refer to 'Prevent Policy' and 'Equal opportunities Policy'
- To raise pupils' awareness of the potential dangers of the internet, of political indoctrination, grooming and of abuse.
- Provide a safe, happy workplace [for the whole community](#).
- Foster a thoughtful attitude towards the immediate and wider environment around us.
- To celebrate pupils' achievements and success through a variety of school rewards, activities, performance and displays and by individual commendation.
- To monitor, evaluate and act upon the quality of the planning, delivery and consistency of provision of the formal curriculum.

Across all elements of the curriculum, Our Lady's places great importance in and takes great pride in preparing pupils for the opportunities, responsibilities and experiences of life in modern British society. This is accomplished through all facets of the curriculum, particularly through PSHCEE, RSHE, History, and Religious Education. Our vision enables teachers to plan and implement fully a programme that embeds the tenets of British values and all that this entails. The school precludes the promotion of partisan political views and ensures that whenever political issues are brought to pupils' attention in lessons, during extra-

curricular activities or in the promotion of such activities, pupils are offered a balanced presentation of opposing views.

The promotion and fostering of understanding and appreciation of fundamental British values is supplemented by extra-curricular events, such as visits from prominent figures in the area / region (such as the local Fire Service) and school assemblies.

The curriculum is monitored by senior leaders to ensure no indoctrination or political ideology exists in any studies.

Structure of the Day

For the Reception class up to Infant II, the school day runs from 8:45am until 3:45pm and for Prep I to Prep IV the day finishes at 4:00pm. After a 15-minute registration period, the first sessions of the morning begin at 9:00am and finish at 10:00/10:30am. At this time there is a 30-minute break, where the children are given a snack and permitted to use the school grounds to play. Lessons resume at 10:30/11:00am and run until lunch. Lunch is staggered for each year group, beginning with the Reception class at 12:20pm.

Having eaten their lunch, the children are given a playtime until 1:20/1:30pm. The final part of the day runs from 1:30pm until 3:45pm for Reception, 3:45pm for the Infant classes or 4:00pm for the Preps.

The school offers before and after school care. Children can be dropped off in the morning as early as 8:00am, and there are daily after school clubs, lasting until 6:00pm.

Curriculum structure across the OLPS age range

EYFS

Please see Appendix 1

The Pre Prep (Infants I and II)

Key Stage 1 of the National Curriculum begins formally in Infant I and the syllabus is planned in accordance with the New National Curriculum. The National Curriculum is brought to life through a Project Based Learning approach supported by a range of well researched and widely respected schemes and other suitable resources deemed appropriate by the class teachers and the Curriculum Co-ordinator.

Class teachers are responsible for teaching English, Mathematics, Science, Topic (History & Geography), Art/DT, RE, Outdoor Learning (Reception to Prep I) and SMSC.

Specialist subject teachers are employed for computing, French, Music and PE.

The Preparatory School (Prep I - IV)

The syllabus for each academic subject is planned in accordance with the National Curriculum (supported by commercial schemes of work purchased by the school) keeping in mind the requirements of 11+ entrance examinations.

In Preps I to IV (Years 3 to 6), the syllabus content and skills taught in Mathematics, English, Computing, Science, History and Geography are broadly in line with the New National Curriculum. The National Curriculum is a key resource but we aim to take most children well beyond the level expected at the end of Key Stage 2.

The Preparatory School teachers use other resources to support the National Curriculum in these core subjects, teaching through a Project Based Learning approach.

For the non-core subjects, teachers use varied resources to complement the guidelines of the National Curriculum. French, Music and PE are taught by specialist teachers and plan their syllabuses with input from the class teachers so that teaching is cross-curricular.

By Prep IV (Year 6), children who are moving on to independent or grammar schools are offered appropriate practice papers in preparation for their entrance examinations.

The RE syllabus follows the “God Matters” programmes of work, complemented by other resources which includes the study, beliefs and practices of other major religions.

Throughout the School, PSHCEE and wellbeing is an integral part of the curriculum and is taught in line with the School’s ethos and aims. Whilst the children will have timetabled lessons it is not only taught in isolation and is the responsibility of all staff in contact with the children. The syllabus is delivered through subject teaching, circle time, assemblies, charity / community involvement, outings, class roles and responsibilities and guest speakers. Sex education is taught throughout the school and delivered using the Ten:Ten scheme (See RSHE Policy). Teaching on protected characteristics are included within the PSHCEE Scheme.

In addition, discreet lessons embedded in the School’s computing curriculum are provided to cover personal safety including e-safety and cyberbullying.

Please refer to the Health & Safety, RSHE, Anti-Bullying, PSHCEE and Prevent Duty policies.

All staff are given electronic copies of “Keeping Children Safe in Education” (updated in [September 2026](#)) and must be aware of its implications in relation to the safety and safeguarding of children.

The Role of the Subject Co-ordinators

Each subject has a lead teacher in the School. In brief, the role of the subject co-ordinator is to:

- Provide a strategic lead and direction for the subject
- Advise and support colleagues on issues related to the subject

- Advise and support colleagues with regards to stretching and challenging all pupil, including the more-able, in their subject area
- Provide efficient resource management for the subject
- Have an awareness of the schemes of work from EYFS to KS2
- Carry out scrutiny of work for a subject/s across the school
- Update the Director of Studies on the strengths and weaknesses of the subject and strategies for improvement

Homework

Homework is discussed with all parents of children from Reception upwards. At the beginning of every Autumn Term, a homework timetable is discussed with parents. As we are a small school, any issues or worries surrounding homework are addressed very quickly with each child and / or parents.

Trips, outings and visiting speakers

Trips and outings are regarded as part and parcel of the curriculum. All children from Reception upwards avail of at least one theatre trip and at least one outing to an establishment that ties in with a topic that children have covered in a particular subject during the year.

Prep II to IV are also involved in our Enrichment Programme which provides many other excursions, trips and experiences adding to the curriculum offering.

There are also visits by fire officers, police officers, army personnel, religious leaders and representatives of charitable organisations. Professional workshops are delivered through outside agencies; these workshops are linked to topics being taught in the classrooms. [Whenever political issues are brought to pupils' attention, pupils are offered a balanced presentation of opposing views.](#)

Residential trips take place, usually towards the end of the final term in Prep IV.

Special Educational Needs

Please refer to the separate Special Educational Needs & Disability (SEND) Policy.

More Able Pupils

For further information, please refer to the Stretch and Challenge Policy.

Assessment and Reporting

Our Lady's aim to keep parents well informed about their child's progress. Teacher/Parent meetings are organised for all year groups to allow for face-to-face/virtual dialogue to discuss a child's progress and overall development. There are three of these formal occasions each year but other more informal occasions on a more regular basis.

Parents receive reports on their child's progress for the term in the salient subjects at the end of the Autumn and Spring terms and a lengthy written report detailing the progress of the child, in each subject, at the end of the Summer term.

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment, aid development and to inform future planning. Teachers use assessment information, including marking, to track the progress of individual pupils and the Director of Studies and Deputy Head use it to monitor how effective the teaching and the curriculum is.

Foundation Stage children are continually assessed through observations and their success is regularly recorded. Regular reports to parents give clear accurate and useful information on their children's progress.

For further information, please refer to the Assessment, Recording and Reporting Policy and Marking Policy.

Equal Opportunities

The school and nursery are committed to the principle of equal opportunity. Every child is treated as an individual and if the school feels that a child is not able to access all the subjects offered in the curriculum e.g. all three languages, this will be discussed fully with relevant parents.

With children that have an EHCP we plan in accordance with their specific requirements. Children who are more able, those that have EAL and SEND concerns will also be taken into consideration through the work of the SENDCo, EAL Coordinator and Stretch and Challenge Coordinator when planning and delivering the curriculum.

Please refer to the Equal Opportunities, Stretch and Challenge and SEND Policies.

Welfare and Safeguarding of Pupils

Children are taught how to keep themselves and others safe, including through age-appropriate education about online safety, harmful content and contact, cyberbullying, privacy, appropriate use of technology and emerging online risks. Parents are provided with monthly online safety newsletters. They are also made aware of Child Protection (Safeguarding) procedures, so they understand what to do if they are concerned about their welfare. This is done through PSHCEE and visits from the likes of the fire brigade and the police etc. Information sites that offer particularly good advice, for parents and school, about online safety are:

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Please also refer to our Child Protection (Safeguarding) Policy and the other policies within the Safeguarding portfolio.

Monitoring & review

This occurs throughout the school, with different accountabilities at each level:

- Acting Head: overall accountability for curriculum quality and implementation. The Acting Head compiles the results of formal testing and this is presented to Trustees.
- Director of Studies/Curriculum Lead: operational leadership of curriculum development, assessment and monitoring.
- Subject Coordinators: monitor standards, progression, planning, pupils' work, resources and subject development.
- Class/subject teachers: plan and deliver the curriculum, assess pupils and adapt teaching according to pupils' needs. In the event of any difficulties, lack of progress or requirement for curriculum modification, the class teacher will liaise with the SENCO and the parents concerned. Teachers analyse the results of formal tests and highlight any trends to the Acting Head at formal staff meetings.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Teachers also attend courses provided by local providers or other private companies such as ISA and NACE as and when it is deemed necessary and after consultation between teachers and relevant senior managers. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

The School will review this policy every year and any guidance or advice published by the DfE, ISI and/or other relevant bodies will be monitored on an on-going basis, in the event that ad-hoc amendments or revisions are appropriate outside of this timeframe.

Reviewed: 1 September 2026

Signed:

A handwritten signature in black ink, reading "D G Boynes". The signature is written in a cursive style with a horizontal line underneath the name.

D Boynes
Acting Head

To be reviewed: 12 months from “Reviewed” date

Appendix 1

Reception Year Curriculum Policy 1.3

At Our Lady's School we pride ourselves on viewing each child as an individual. We firmly believe that all children have the potential to achieve great things given the opportunity and the right foundations in their Reception year. Our values are underpinned by our Catholic roots, and help guide us and the children on the beginning of this educational journey. At Our Lady's we follow the Statutory Framework for the Early Years Foundation Stage.

Four Guiding Principles

Our practice is shaped by four guiding principles:

A Unique Child - Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - Children learn to be strong and independent through positive relationships.

Enabling Environments - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Learning and Development - Children develop and learn in different ways.

The framework covers the education and care of all children in early years' provision, including children with special educational needs and disabilities

This policy, alongside the Stretch and Challenge Policy, sets out how we aim to achieve these goals.

The Reception Curriculum is guided by the EYFS Statutory Framework. The seven areas of learning are key to all our work throughout EYFS in the Nursery and in the School:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

We aim to achieve this by:

- Providing high quality, inclusive education for all pupils by providing a relevant curriculum led by practitioners who understand the specialist nature of early years' practice.
- Acknowledging the importance of play in all aspects of pupils' learning.
- Providing learning activities and opportunities which values the inquisitive nature of the pupil and allows them to develop as autonomous learners, showing initiative and independence.
- Having high expectations of our children from the outset.
- Following the EYFS Framework, but where appropriate stretching beyond this based on the needs of the individual child.
- Following the seven areas of learning and development set out in the Statutory Framework for EYFS.
- We value all seven areas of learning and development and understand that they are connected to one another and are all equally important.
- All areas of learning are underpinned by the four guiding principles of the EYFS.
- Providing a curriculum which provides for all areas of a pupil's development.
- Giving children daily opportunities to develop their reading, writing and mathematical skills.
- Creating a stimulating and enabling environment, where working walls and interactive displays are used to scaffold children's learning.
- Understanding that emotional wellbeing is seen as paramount to successful learning and assisting children in learning to self-regulate.
- Valuing past learning and using this as a basis for future progress.
- Acknowledging individual differences and treating all pupils equally, regardless of age, attainment, ethnicity, gender, language and special education needs.
- Valuing the contribution parents make and establish an atmosphere of trust and respect between home/nursery/school.
- Using observation and continuous assessment as planning tools for future learning.
- Developing language skills i.e. fluency, coherence and understanding by providing opportunities to 'talk', as well as access to language through stories, songs and rhymes. This in turn will develop listening skills.
- Moving the emphasis from a more child-led informal approach to learning to a more formal style of whole class teaching as the year progresses.

The Reception Year

During the first half term of Reception, teachers undertake appropriate on-entry assessment to establish each child's individual starting points, strengths and areas for development. The School currently uses CEM assessment alongside practitioners' professional observations and assessments. This information is used to inform planning and provision and to support each child's progress across the EYFS curriculum.

As an independent school, Our Lady's does not participate in the statutory Reception Baseline Assessment. Assessment throughout Reception is undertaken in accordance with the EYFS statutory framework and the School's own assessment procedures.

We use Birth to 5 Matters guidance to understand and support each child's development pathway and to make best-fit judgments about whether a child is showing typical development for their age. The ranges are used to identify possible areas in which to challenge and extend the children's current learning and development.

This style of teaching depends on careful and flexible planning taking into consideration the need to incorporate child-initiated learning, including the involvement of subject specialist teachers in Music, French, PE, swimming and Outdoor Learning.

The school incorporates Outdoor Learning activities at designated sites that enhance the children's creative development, their knowledge and understanding of the world, as well as thoroughly enjoying the outdoors. The Outdoor Learning leader liaises with the class teachers when planning Outdoor Learning lessons, so that links can be made to subjects such as science, English, mathematics and project work.

Assessment in Reception

At Our Lady's, we make regular assessments of children's learning, and we use this information to ensure that future planning reflects the identified needs of each child. In the Foundation Stage, assessment mainly takes the form of observation and this involves the teacher and other adults, as appropriate. The collection of assessment data in the Foundation Stage is a statutory requirement.

Tapestry is used as the primary means of recording and assessing children's development in Reception. This enables parents to access their children's developmental records, as well as being able to provide their own developmental observations. Pupils' work is shared with parents at termly parent/teacher meetings. At the end of the Foundation Years, if a child is continuing their education at Our Lady's, records and profiles are shared with the appropriate teachers in order to plan for the next stage of development and education of that child. If children are moving to other schools, children's profiles are sent on to receiving schools.

Staff Development

In-service training is provided in order to update and improve standards of teaching and learning. Teachers also attend courses provided by local LAs or other private companies such as ISA and NACE as and when it is deemed necessary and after consultation between teachers and relevant senior managers. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

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