HOMEFIELD PREPARATORY SCHOOL

Curriculum Policy

This policy also applies to the EYFS

Updated	Review Date	Version
September 2026	September 2029	2026.1

Signed: Mrs Victoria Hayward (Governor)

Policy Statement

At Homefield, we believe all boys have a right to a broad, balanced, relevant, differentiated and inclusive education which provides continuity, collaboration and progression, and takes individual differences into account. This is an integrated whole-school policy, inclusive of EYFS – KS2.

Boys will be taught a range of skills and knowledge, which they are able to remember, apply and evaluate in a variety of ways, making sound progress from their starting points.

Boys will be given the space to develop independence, innovation and to collaborate. A key skill will be to discover, link and evaluate information confidently. We look to motivate our learners to take on new challenges and solve problems with an open mind and perseverance.

Boys will be supported to build empathy and positive relationships with adults and their peers. We look to develop resilience and responsible individuals with strong moral purpose. We hope by supporting a growth mindset, our boys will approach challenges with vigour and determination.

Our curriculum recognises and celebrates the diversity of the community we serve and the needs of a changing landscape. Through our commitment to offering children a broad, balanced and well-rounded education, our extra-curricular offer explores additional skills and opportunities that complement our taught curriculum.

Our core values of Hand, Head and Heart are embedded into our curriculum, all of these values strive to demonstrate a thread of excellence.

The objective of the whole school curriculum is for it to be:

- **BROAD:** full-time supervised education will be provided for all pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in a wide ranging linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education. This will include personal, social and health education which reflects the school's aims and ethos. Pupils will acquire skills in speaking and listening, literacy and numeracy, alongside rich experiences across the wider curriculum. Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life will be given.

- **BALANCED:** each area of the curriculum is allocated sufficient time for its contributions to be effective, reflective of the needs of the school the community, and the world in which boys leave Homefield Prep.

- **RELEVANT:** all activities contribute to a general education, preparing pupils for opportunities, responsibilities and experiences for further schooling and adult life. Cross-curricular learning is actively encouraged. All pupils will be adequately

prepared for the opportunities, responsibilities and experiences in fast and ever-changing landscape.

- **DIFFERENTIATED:** subject matter will be challenging and appropriate for the ages and aptitudes of pupils, including those pupils with additional needs who will receive an education which fulfils requirements and relevant legislation. This will include differentiating appropriately for pupils whose principal language of instruction is a language other than English.

- **INCLUSIVE:** All pupils will have the opportunity to learn and make progress.

Aims

The curriculum at Homefield Preparatory School is planned to meet the requirements of the National Curriculum and the Preparatory School Curriculum leading to 11+ examinations.

Throughout the school we aim to:

- ensure that all pupils acquire speaking, listening and literacy skills and experience creative, linguistic, mathematical, scientific, technological, physical, social and spiritual education;
- facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically so that they may become independent, responsible, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- develop a 'love of learning' and pupils' learning sustainability and stamina;
- ensure that each boy's education has continuity and progression and that his educational needs are catered for;
- provide a broad and balanced curriculum;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

We aim that all pupils should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be able to access the school curriculum;
- develop self-regulation and learning independence;
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;

- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing;
- develop an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- develop basic ICT skills and use them in STEAM and cross-curricular situations;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and working to acquire appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and national heritage, and be aware of other times and places;
- develop cultural and language awareness through their study of modern foreign languages;
- learn about ancient civilisations and acquire linguistic skills through their study of Classics;
- have some knowledge and beliefs of the major world religions, and consider theological and philosophical connections
- develop agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values: honesty, sincerity and personal responsibility, on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school;
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- develop non-sexist and non-biased attitudes;
- be adequately prepared for responsibilities of adult life.

Homefield Preparatory School Curriculum

Pupils follow an extended version of the National Curriculum from Foundation Stage through Key Stages 1 – 2. In Years 5 and 6 there is an emphasis on preparation for the 11+ examinations in maths, English, and reasoning.

- All pupils have access to the PSHE curriculum. It is delivered by form tutors and supported by visits from external agencies. The Assistant Head Pastoral is the PSHE co-ordinator.
- EAL provision is available as appropriate and according to needs as provided by the SENCO.
- Wellbeing is prioritised and planned through form times and our PSHE offering, led by the SENCO and Heads of Year
- Pupils with learning difficulties receive additional support, as appropriate to their needs, through differentiation in class, TA support and/or SENCO support.

- The Spiritual, Moral, Social and Cultural development of pupils is addressed through all school activities, including lessons, assemblies, visits, tutor periods, breaks and individual discussions. Pupils are encouraged to develop self-confidence and self-regulation, tolerance and respect for their own and others' culture. The school's Behaviour Policy and Code of Conduct enable pupils to distinguish right from wrong and encourage them to accept responsibility for their own behaviour.
- The curriculum is complemented by a rich choice of extra-curricular activities, available to all pupils across the school, delivered by form tutors and/or external peri provision.

Lower School (Reception)

The boys in Reception follow the National Curriculum for the EYFS. This reflects the areas of learning identified in the Early Learning Goals.

Prime Areas

- **Personal, Social and Emotional Development (PSED**) involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Communication and Language (CL)** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical Development (PD)** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Specific Areas

- **Literacy (L)** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics (M)** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World (U t W)** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design (EA & D**) involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and

encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In addition, children in the Reception classes are also taught Physical Education, French, ICT, drama, and music by subject specialists.

Lower School (Years 1 and 2)

The KS1 curriculum is followed with specialist teaching in PE, ICT, music, drama, and French in Years 1 and 2.

Upper School (Years 3 – 6)

In Year 3, a transition year, the boys are increasingly taught by specialist teachers as they start on the Key Stage 2 curriculum. Their school day is lengthened to 3.55pm, enabling them to access some of the Upper School after-school activities.

The subject specialism continues in the Upper School from Years 4 - 6. Pupils are given more opportunities to access a broad curriculum, including Classics and reasoning (Years 4 and 5).

Evaluation

Pupils' development in all areas of the curriculum is evaluated by:

- teachers' continuous evaluation of the pupils' progress
- pupils' development of independent learning skills and reasoning
- pupils' self-evaluation
- pupils' improved effort
- summative assessments and examination results
- assessment and exam results used to inform planning of schemes of work and lessons
- scholarship awards
- internal awards, house points and crests
- value added data from a range of standardised assessments
- competition entries and awards
- positive feedback from senior schools
- positive feedback from Old Boys and their parents.

Lower School (Reception)

The evaluation in EYFS is based on practitioners' on-going observations and assessments in all seven areas of learning and development:

- communication and language
- physical development
- personal, social and emotional development

- literacy
- mathematics
- understanding the world
- expressive arts and design

Practitioners consider the individual needs, interest, and stage of development of each child and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development, providing planned, purposeful play and a mix of adult and child-initiated activities.

Each teacher and any support staff who work with each boy is expected to contribute to this process. Evidence is kept in the form of observations and photographs in an individual Learning Journey for each boy from the beginning of their time in Reception to the end of the year. Parents contribution is collected through open mornings, parent information evenings and through additional events, prior to starting at Homefield.

Teachers follow the statutory guidelines for the EYFS profile assessment which are completed for all boys who will be five years old on or before 31st August. The Assistant Head Lower School monitors the assessment process in each group throughout the year.

Special Educational Needs

Details of how the needs of children with special educational needs are to be met can be found in the school's Special Needs Policy. If a child is identified as having learning difficulties or requiring additional support, the level of intervention is determined by the SENCO, in consultation with staff and parents. The specific requirements of support and how the child's needs are to be met is documented and regularly reviewed. The school provides a certain amount of support free of charge, although additional support, including referrals to external agencies may be bought in by arrangement between the SENCO and parents.

Roles and Responsibilities

Head
The Head will review and approve the curriculum and Subject Handbook for each subject. They will ensure all pupils have the opportunity to learn and make progress.

Assistant Head Academic
The Assistant Head Academic will review and approve the Curriculum Overview for each subject and will ensure that the timetable is set appropriately to accommodate the requirements for each subject. They will also maintain an overview of provision for children identified as being most-able, and review with the SENCO those children identified 'at risk'.

Staff

Department Heads will be responsible for the preparation and maintenance of the Curriculum Overviews, which will be reviewed and approved annually by the Head and the Assistant Head Academic.

Department Heads will be assisted by teaching staff in this work. Teaching staff will adhere to the policies and handbooks in teaching classes, reviewing, creating and updating schemes of work, preparing class topics, themes and lesson plans.

Where cross curriculum links are required or exist, Department Heads will ensure that regular meetings occur between relevant staff to coordinate activities.

SENCO

The SENCO is responsible for the annual review of pupils requiring statements and the management of all pupils identified as having learning difficulties and/or disabilities. This includes the drawing up of IEPs and support plans for Years 3 - 6.

Form teachers in the Lower School (Reception, Years 1 and 2) will draw up IEPs for the pupils, in collaboration with the SENCO.

Governors

The governors will review the policy annually and will monitor the results, achievements and performance of pupils at appropriate stages including 11+.