



Prep School Curriculum Policy

This policy applies to:

Ardingly Prep School

Person responsible for this policy:

Assistant Head Academic

Review dates:

Last review July 2025

Next review July 2026

POLICY OBJECTIVE

To provide a forward-thinking, high-achieving, and inclusive education that prepares pupils to be 'World Ready'; equipped with academic excellence, emotional intelligence, and a global perspective. The curriculum is designed to nurture curiosity, resilience, and empathy, enabling pupils to thrive in an ever-changing world. This vision begins in the Early Years, where a strong foundation is laid through play-based, child-centred learning aligned with the EYFS framework.

POLICY AIMS

- Deliver full-time, supervised education for pupils of compulsory school age, in line with Section 8 of the Education Act 1996 and ensure high-quality early education in accordance with the EYFS statutory framework.
- Ensure access to a broad, balanced, and relevant curriculum that meets the needs of all pupils, including those with an Education, Health and Care (EHC) plan.
- Provide continuity, breadth, and balance across all key stages, including the EYFS prime and specific areas of learning.
- Monitor subject coverage and curriculum time to ensure equitable and effective learning experiences, including the EYFS areas of learning and development.
- Promote speaking, listening, literacy, and numeracy across all subjects, beginning with communication and language, physical development, and personal, social and emotional development in the Early Years.
- Foster spiritual, moral, social, and cultural development, aligned with British values of democracy, the rule of law, individual liberty, and mutual respect.
- Provide impartial, up-to-date careers guidance to help pupils make informed choices and fulfil their potential, while fostering early aspirations and interests in the EYFS and KS1 through role play, storytelling, and exploration.
- Offer a comprehensive PSHE programme that reflects the school's ethos and promotes respect for all, with particular regard to protected characteristics under the Equality Act 2010, including inclusive practice in the Early Years. Support pupils' personal, social, emotional, and physical development through age-appropriate activities and pastoral care, with a strong emphasis on the EYFS characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically
- Equip pupils with the skills and mindset needed to navigate future educational and life challenges.

POLICY PRACTICE

Curriculum Design: Discovering My World

The curriculum is structured around three thematic schema:

- Michaelmas Term – Ourselves: Focus on identity, culture, and belonging, including self-awareness and relationships in the Early Years.
- Lent Term – Our World: Exploration of global issues and interconnected systems, introduced through sensory experiences and storytelling in the EYFS.
- Trinity Term – Our Future: Emphasis on innovation, enterprise, and future-readiness, with early exposure to problem-solving and imaginative play.

Foundational Pillars

- Belonging: A nurturing environment that prioritises wellbeing, emotional intelligence, and strong relationships.
- Exploration: Enrichment through clubs, trips, and leadership opportunities that spark curiosity and broaden horizons, including outdoor learning and continuous provision in the Early Years
- Discovery: Classroom learning driven by enquiry, critical thinking, and creativity.

Learning Framework

Concept-based enquiry and cross-curricular connections guide pupils through meaningful learning experiences. In the EYFS, this is supported by observation-led planning and a balance of adult-led and child-initiated learning.

The Discovery Passport tracks development in ten key attributes under three core values:

- Ingenious: Curiosity, critical thinking, creativity, reflection.
- Generous: Collaboration, communication, compassion.
- Adventurous: Adaptability, resourcefulness, risk-taking.

Assessment and Monitoring

- High expectations for academic work and behaviour, with formative assessment in the EYFS through observation and the Early Learning Goals (ELGs).
- Continuous assessment to inform planning and set challenging targets, including the EYFS progress check at age two and the Reception Baseline Assessment.
- Pupil involvement in self-assessment to foster ownership of learning, adapted for EYFS and KS1 through reflective conversations and visual tools..

- Regular communication with parents on progress and next steps, including Learning Journeys and parent consultations.

Timetabling and Curriculum Time

- A structured weekly timetable ensures balanced coverage of core and foundation subjects, with flexibility in the EYFS to follow children's interests and rhythms.
- Curriculum maps and daily schedules tailored to each year group, ensuring progression and appropriate challenge, including continuous provision and enhanced provision in the Early Years.

Inclusion and Differentiation

- Recognition of individual talents and learning needs, with inclusive practice and early intervention in the EYFS.
- Targeted support and extension activities for diverse learners.
- Learning enhancement sessions embedded in the timetable.