



WESTON GREEN SCHOOL

Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS

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Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

This policy takes consideration of the following statutory and non-statutory documents

The Education (Independent School Standards) Regulations 2014, Education Act 2002 , Education Reform Act 1988, National Curriculum in England, Generative AI in Education (2025), PSHE Guidance (2021), EYFS statutory framework (2025), SEND Code of Practice (0–25) (2024), Equality Act 2010, Careers guidance and access for education and training providers

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. Each Subject Leader keeps themselves informed about their subject requirements and developments; much of what is taught draws upon the best practice of what is happening nationally, in other schools and firmly based in reputable education research. As part of our responsibility to keep abreast of national issues, Subject Leaders are committed to reviewing the government’s revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided, without being limited, by the content. Subject Leads take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the entrance requirements of the selective senior schools to which pupils apply and the aims and ethos of the school. Increasingly, our curriculum is enabling children to gain the key skills and attributes which will be needed in the ever-changing world. The school will take all reasonably practicable measures to fulfill the requirements of any pupil’s SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils, as well as seeking opportunities to promote British values. It prepares our pupils well for the opportunities, responsibilities and experiences of life in society, including provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 3 and 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and

social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their lives in British society. The school is committed, through its curriculum and extracurricular pursuits, to helping pupils to understand how to stay safe and build positive and healthy relationships and promotes inclusion and respect as well as the welfare and safeguarding of children at all times.

The curriculum up to Y6 aims to marry together the strengths of the revised National Curriculum in the Primary Years with the entrance requirements of the selective senior schools to which pupils apply/ next phase of their education alongside the aims and ethos of the school.

Aims of the curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to fully develop their academic potential, as well as developing their personal and social values in preparation for life in British society. The curriculum offers a robust understanding of safeguarding through the comprehensive PSHCEE, RSHE and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways
- Provides opportunities for collaboration with other schools in the group to enhance learning
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop broader skills needed to equip them for life
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation). Please see the Equal Opportunities policy
- Ensures that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum. Please see PSHCEE policy.

Foundation Stage (Age 2 – 5 yrs - known as Pre Prep for pre-Reception children with Reception overseen within Lower Prep)

Pupils have a broad programme of study, based on the revised EYFS Framework (Sept 2023) which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and

Expressive Arts and Design

Within these the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, playing and exploring, active learning, and creating and thinking critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, forest school, French and physical education

Please refer to our comprehensive, bespoke Early Years curriculum for further information.

Lower and Upper Prep

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Our interconnected approach to the curriculum means that where subjects are naturally able to be linked by a common theme, we teach these during the same term so that pupils can see the relevance between them, whilst maintaining discrete subject teaching; in this way, children will know what it means, for example, to be a scientist, geographer or historian. We want our pupils to be excited about their learning from the moment they begin a new theme or topic; so each new theme will begin with an exciting “hook”, which aims to pique their curiosity and desire to learn more about it; they may go on trips, have a workshop in school or a specific activity.

Maths is taught as a stand alone subject, although application of skills to real life contexts will be practised by making links, where relevant, to other areas of the curriculum and our themes.

Lessons are planned to provide a breadth and balance of learning through practical, investigative and written activities. By encouraging the children to apply their learning across different contexts we are able to extend their understanding and deepen the core skills.

Pupils learn the following subjects:

Academic - English, mathematics, science, critical thinking

Linguistic – French

Human and Social - history, geography, philosophy & religious education (PRE)

Aesthetic and creative education - art, music, drama

Life Skills – personal education and personal, social, relationships, health and citizenship education

Physical – individual and team sports, gymnastics, clubs, yoga

Technological - Computing, Coding, Information Technology, digital literacy, AI (including the safe and appropriate use of the internet and generative AI) and Design and Technology

Equal Opportunities and Safeguarding:

The curriculum at Weston Green School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. Our PSHCEE curriculum affords opportunities to be responsive to issues as they arise, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. The school recognises that well-being includes mental as well as physical well-being, and actively promotes mental well-being through the teaching of mindfulness, yoga, and a dedicated “All about me” week.

Relationship Education and Relationship and Sex Education (RSHE) is provided as appropriate for the pupils’ ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHCEE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek

support if problems arise. Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty. Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy.

Relationship and Relationship and Sex Education, are a mandatory part of the school curriculum from September 2020 (delayed until Summer 2021) and the school has consulted with parents during the devising of its curriculum in these areas ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). (Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019) the school will also take account of the most recent RSE guidance and that for September 2026. **Health Education (HE) is not mandatory for Independent Schools but recommendations within the guidance should be used to cross check against current PSHE practice and curriculum, which is mandatory.**

Through the PSHCEE programme of study, pupils are taught to express their opinions with confidence, feeling secure in the circle time environment which is actively promoted with the children from when they first start at WGS. They are taught to respect and value the opinions of others, even though their own opinions may differ, and to listen and take turns speaking. All pupils are taught the value of positive relationships, tolerance and how to deal with playground situations which they may feel are unfair or unkind to them. This ties in closely with the school's aim to provide an environment in which pupils are valued, fulfilled, confident and emotionally secure and also to foster courtesy, respect, tolerance and understanding. Each pupil is valued as an individual within a supportive shared community – they are encouraged to develop into resilient learners who aim high and can think independently. Pupils learn respect for British values and the rule of law together with the principles of democracy and free speech.

This is overseen by our Head of Pastoral Care / PSHCEE Subject Leader. For further details, please see the PSHCEE policy.

Pupil Progress and Assessment:

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Pupil progress meetings are held half-termly to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making the expected progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making the expected progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside agency, the cost for these services will be the responsibility of the parent.

Standardised testing carried out each year enables benchmarking of pupils attainment and progress against national standards.

Data Collection: The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed. At Weston Green we complete this termly; so that teachers create actions from their analysis to maximise pupil learning and outcomes for the following term; this is quality assured internally by the Head of Assessment and external quality assurance is provided by our central education committee through governance.

Assessment and GDPR: Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. While it is appropriate to share consolidated assessment information outside of school any individual data must be anonymised .

For further details please see the Assessment policy.

In EYFS the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile are provided

to parents and Surrey Local Authority on request.

English as an Additional Language (EAL)

We maintain an EAL register, which is updated annually. Across the school, there is a small percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into the classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunities to share their heritage and culture. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information:

Further detailed information on the subjects taught can be found in the Parent Handbook, which is available for download from the school website, or a copy may be requested from the school office. Also relevant are the termly Curriculum Webs, available on the website and homework policy.

Linked policies:

- PSHCEE policy
- Assessment policy
- SENDA policy (includes English as an Additional Language policy)
- Safeguarding policy (includes Relationship and Sex Education policy)