

The Croft Preparatory School

Curriculum Policy

Whole School Policy, including Early Years Foundation Stage

Reviewed SMT (GC) [updated Sept 2026 to include new TT]	22 January 2025
Peer Review completed	05 February 2025
Ratified SLT	11 February 2025
Next Review Date	October 2027

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to the Board and Governing Committee.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the statutory functions are executed.

Mission Statement

The Croft School aims to provide each child with academic challenge and the opportunity to succeed. It seeks to develop in each child a sense of self-worth and love of learning through stimulating teaching within a happy and secure environment.

This is achieved through the teaching and learning of the school's 6 Core Values:

Respect – being kind and respectful to everyone and looking after our school environment

Growth Mindset – growing our talents and abilities with hard work, perseverance and learning from our mistakes.

Creativity – using our imagination to solve problems in new and exciting ways

Friendship and Trust – being trustworthy and honest to create strong friendships

Resilience – using a positive approach when things are challenging

Excellence – always giving our very best to achieve excellence in everything that we do

and supported through the Backpack for Life Curriculum: Skill and Innovation, Emotional Intelligence, Developing Potential, Personal Attributes and Society.

Rationale

We encourage pupils to have a growth mind-set when approaching problems, thus developing curiosity and independent thinking; creating an atmosphere where questioning is adventurous.

The Croft School provides full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

We urge pupils to balance imagination and creativity with reflection regarding their own learning; building on their previous performances. Expectations for work and behaviour are high; we challenge pupils to exceed their suggested potential in class. Learning must be fun too, and our talented and creative teaching staff provide a wealth of opportunities, both within the classroom and in the wider environment. At The Croft all pupils have the opportunity to learn and make progress. The curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan or IEP (for more details see SEND Policy).

We offer a range of curricular and extra-curricular activities that enrich the curriculum for all our students and their abilities. Provision is focused on raising aspirations beyond compulsory education (where pupils acquire speaking, listening, literacy and numeracy skills) e.g. Geology, Latin, Drama and much more.

At The Croft the KS1 and KS2 curriculum is led by Faculty Heads, overseen by the Deputy Head Pupil Achievement. This ensures pupils are developed with a holistic approach. Our rigorous, well-planned curriculum combined with high quality teaching ensures that pupils are supported to be well-rounded, empathetic young people who have a genuine thirst for learning.

Pupils develop a strong sense of moral purpose in addition to a respect for and understanding of people (Equality Act 2010). We take our responsibility to prepare pupils for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. Our curriculum and schemes of work 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. (DfE 'Promoting Fundamental British values' as part of SMSC in Schools 2014).

SMSC (Spiritual, Moral, Social and Cultural) is further supported through the highly developed PSHE and RSE programme (2020), which is delivered by a team of specialist teachers including the Deputy Head Pupil Achievement and assisted by the Deputy Head Welfare & Safeguarding. (ISI/DfE statutory guidance 'Keeping Children Safe in Education' 2024).

Curriculum Management and Structure

The management of the School Curriculum 'Backpack for Life' helps the School to raise standards, establish an entitlement for all pupils, promote continuity and progression and promote parents' understanding of the curriculum. The curriculum has been designed to be responsive to changes in society, economy and the nature of schooling itself: and centres around 5 pockets: Skill and Innovation, Emotional Intelligence, Developing Potential, Personal Attributes, Society.

In consultation with the Headmaster, Deputy Headmaster and Senior Management Team, the Deputy Head Pupil Achievement has overall responsibility for monitoring the quality of the curriculum and is responsible for liaising with Faculty Heads to ensure that long-term, medium-term and daily planning provides opportunity for all pupils to participate in a wide range of stimulating and challenging learning experiences.

The Headmaster, Senior Deputy Head (Prep and Pre-Prep), Deputy Head Pupil Achievement and Early Years Manager, along with other members of the SMT, are together responsible for monitoring and measuring the quality and standard of education across all areas of Early Years, Pre-Prep and Prep to ensure consistency and confirm that School objectives are being met.

There are five Faculty Leaders: Languages, STEM, Creative Arts, Humanities and Emotional & Physical Development. These individuals liaise with each Subject Head to ensure consistency throughout their faculties and KS1 and KS2. Each Faculty Leader is responsible for:

- Producing departmental development action plans
- Monitoring Subject Objective coverage and guaranteeing rich Medium Term Planning
- Encouraging cross-curricular links, allowing for opportunities to develop key skills
- Ensuring reliable and accurate assessment of each individual pupil attainment and progress.

The Early Years Curriculum

The Early Years curriculum at The Croft School is determined by the Early Years Foundation Stage (EYFS), which is based upon the Statutory Framework for the Early Years Foundation Stage (DfE updated 1 November 2024) and the non-statutory curriculum guidance 'Development Matters' (DfE updated 4 September 2023).

In the Early Years, our curriculum is based on the seven Areas of Learning and Development within the EYFS and covers the three Prime areas of Personal, Social and Emotional Development, Physical Development and Communications and Language and the four specific areas of Literacy, Mathematics, Expressive Arts & Design and Understanding the World. A large focus of the curriculum is practical active learning. Many of the activities are set to occur through the day, week or whole half-term whilst following children's interests. Activities are planned to support and challenge children's abilities as appropriate.

The Year 1 to 6 Curriculum

The Croft's KS1 and KS2 'Backpack for Life' curriculum is broad, balanced, differentiated, and rigorous. In addition to academic progress, this caters for the personal, spiritual, cultural and social development of the pupils. The curriculum enhances the National Curriculum (DfE May 2015) by offering an enriched creative arts and sporting programme. Throughout there is plentiful outdoor learning opportunities, maximising the usage of the schools extensive

grounds.

Curriculum Enrichment

Throughout the School, opportunities are taken to extend the curriculum through the use of educational visits, visiting experts, theatre groups and a wide variety of clubs taking place both during the school day and after school. Pupils from Years 5 and 6 also have the opportunity to participate in residential experiences.

To develop pupils' understanding and to ensure they are challenged at an appropriate level, pupils are introduced to setting for Mathematics in the Summer Term of Year 1. In Year 2, Mathematics is taught in sets daily. Setting continues in Maths from this point onwards, allowing pupils of similar abilities and learning styles to be taught together and enabling pupils to progress at a pace appropriate to them.

English setting begins in Year 1 with staff differentiating English work within the classroom, for example, through the use of a small phonics group intervention. Year 2 pupils are set into 3 phonics groups, 4 times a week. This continues until Years 5 and 6 where pupils are set in either 3 or 4 sets, based on pupil numbers, abilities and learning styles, for each lesson. This allows class sizes to be adjusted in favour of those pupils who require more individual attention. There is flexibility within our setting and pupils are carefully monitored. However, we are always mindful of pupils' confidence, and any decision to move a pupil is given careful consideration.

Across the school, curriculum delivery is enhanced and enriched by specialist taught lessons. In Early Years pupils receive specialist taught lessons in Music, French, Forest School, and in Reception, Drama, Swimming and PE. In KS1, these are further developed to include Games and PSHE, which continue in lower KS2, Years 3 and 4. From Year 3, Technology and Engineering are added to the list of specialist taught lessons. In Years 5 and 6 all subjects are subject specialist taught.

Inclusion

At The Croft, teachers' consistently demonstrate quality first teaching. All pupils are entitled to a broad and balanced curriculum. Adjustments are made to enable pupils with learning differences, including SEND, to access the curriculum. These include:

- Differentiated teaching and learning materials and techniques.
- Small group support to develop specific skills such as speech, language and communication skills, motor skills, social skills, listening, literacy, numeracy etc.
- In-class support from Learning Assistants, planned by teachers and provided with teacher supervision.
- Occasionally, one-to-one specialist teaching, where children are withdrawn from mainstream lessons (with parental consent) for precise teaching to their specific needs, by a teacher with an appropriate additional teaching qualification.

The needs of the most able pupils are met through differentiation in lessons, as well as setting in Mathematics and English. The wide variety of extra-curricular activities, particularly music, sport, and the arts, allows pupils the opportunities to excel in many different areas and be educated in a rich and stimulating environment. Pupils who are identified as Very Able in the Prep school are invited to join the Challenge Club which provides an extra learning opportunity without restrictions of curriculum.

(Please refer to the Teaching and Learning Policy and SEND Policy for further details on Inclusion)

Curriculum Review

The Directors of the School, Governing Committee, Headmaster and Senior Management Team agree the School Development Plan and the priorities for curriculum improvement. These are set from analysis of:

- School self-review procedures.
- Results from-externally moderated end of year assessments in English, Maths and Science
- Rigorous monitoring procedures of staff and pupil outcomes
- Issues arising from ISI reports
- National initiatives which are appropriate and applicable

The School's strengths and areas for development will be kept under constant review, as will areas for development and issues to be addressed by individual teachers, Heads of Department, Faculty Leads and the SMT.

Related documentation

This policy should be read and implemented with reference to the following documentation:

- School Development documentation – School Evaluation Form (SEF), School Improvement Plan (SIP), ISI report
- Policy documentation – Teaching and Learning, Assessment, Recording and Reporting, Marking and Feedback, SEND, EAL, PSHE, RSE
- Equal Opportunities - Equality & Diversity Policy

Appendices

Appendix 1: Timetable Overview

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Throughout the school day Little Crofters and Pre-School children are fully supervised according to Early Years legal ratios.

For Reception to Year 6 pupils are fully supervised in lessons and during transition. For break times and playtimes pupils are supervised by members of staff.

	8:25-8:45	8:45:8:55	8:55-9:25	9:25-9:55	9:55-10:25	10:25-10:45	10:45-11:05	11:05-11:35	11:35-12:05	12:05-12:35	12:35-13:05	13:05-14:15	14:15-14:25	14:25-14:55	14:55-15:25	15:25-15:55	After School
Little Crofters/ Pre-school	Drop off in classroom		Continuous Provision							Lunch / Play (Home time for morning chn)			13:30 -15:30 Continuous Provision				15:30 Home / Late Duty
Reception	Before school-playtime on playground	Registration	Lessons	Assembly	Break time	Lessons	Lunch / play		Lessons Afternoon play 14:45-15:00								
Y1-Y2						Lessons	Lunch / play		Lessons Afternoon play 14:15-14:25								
Y3-Y6						Lessons		Lunch / play	Registration	Lessons 14:25-15.55		Prep 16:00-16:30					

Appendix 2: Curriculum Subject Allocation by Year

Number of Teaching periods per week (Teaching period - 30 min).

Pre Prep	English	Maths	Phonics	Stories	Science	MFL	Technology	Cross Curricular	Continuous Learning	Humanities	Religious Education	Music	Drama	Art	PSHE	PE	Swimming	Forest School	Library	Clubs	Total
LCB									38			2				2		2	1		45
LCPS						2			37			3				1		2	1		45
Rec	9	10	5	5		1		8				1	1			1	1	2	1		45
Year 1	9	10	5		3	1	1			2	1	1	1	2	1	3	1	2	1	1	45
Year 2	9	10	5		3	1	1			2	1	2	1	2	1	4	1		1	1	45

Prep	English	Maths	Science	MFL	Technology	Engineering	History	Geography	Religious Education	Music	Drama	Art	PSHE	PE	Games	Young Enterprise	Geology	Study Skills	Clubs	Total
Year 3	11	10	4	2	2	2	2	2	1	2	1	2	1	2	4				2	50
Year 4	10	10	4	2	2	2	2	2	1	2	1	2	1	2	4			1	2	50
Year 5	9	9	4	2	2	2	2	2	1	2	1	2	1	2	5			2	2	50
Year 6	9	9	4	2	2	2	2	2	1	2	1	2	1	2	5	1	1		2	50