CRANMORE

Curriculum Policy

Cranmore's Mission is to be a Catholic School committed to the teachings of the Gospel with the aim to help all children fulfil their potential, by fostering the individual talents and providing for their needs within its caring Christian community.

Cranmore's values: Faith, Character, Community, Compassion and Intellect

Objective

- To set out details of the curriculum offered at Cranmore

Principles

The curriculum at Cranmore is designed to:

- be ambitious for all pupils;
- foster intellectual curiosity and a love of learning;
- promote academic excellence and personal growth;
- develop independent learners;
- prepare pupils for the next stage of education and later life;
- reflect the school's Catholic ethos and values;
- promote inclusion and equality of opportunity.

Aims

The aims of this policy are to:

- To ensure continuity, breadth and balance in the curriculum
- To facilitate pupils' acquisition of knowledge, skills and qualities which will help them develop intellectually, spiritually, emotionally, socially and morally so that they may become independent, responsible, thoughtful, confident and considerate members of the community
- To give all pupils experience in linguistic, mathematical, technological, social, physical, aesthetic and creative education
- To monitor the range of subjects taught and make decisions about introducing new subjects
- To actively promote the Fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs

The curriculum is designed to meet the requirements of the Independent School Standards Regulations and supports pupils' academic, personal, social, moral, spiritual and cultural development. It is structured to prepare our pupils for life in modern Britain and to live in a diverse global community. Our curriculum reflects and celebrates diversity and promotes respect for protected characteristics in accordance with the Equality Act 2010.

The Curriculum Policy 2026-27 is produced with reference to, and supported by, the following school policies:

Special Educational Needs and Disabilities Policy
This policy includes gifted and talented provision and provision for pupils for whom English is an additional language.

Teaching, Marking and Assessment Policy
This policy includes the tracking and monitoring of pupils.

Equal Opportunities Policy - Pupils
It is the responsibility of every member of staff to manage the progress of their pupils, to encourage pupils in their learning, and to foster the motivation of every student, in order to provide a tailored learning experience.

With the support of Heads of Department and the Pastoral Team, it is the responsibility of every member of staff to use the progress data of their pupils in order to inform the whole school tracking system. By utilising the processes that are in place at Cranmore, teachers comprehensively track and monitor the progress of their pupils. Pupils with Specific Learning Difficulties may be offered small group or individual support from a specialist teacher in the Progress Department from Year 1 onwards. Pupils are also monitored from the EYFS and early interventions are offered to support developing needs.

Syllabus details are set out in medium term planning carried out termly by all teachers; this is scrutinized and moderated where necessary by the Head of Prep, the Deputy Head and the Heads of Department.

Early Years Foundation Stage

The Early Years Foundation Stage curriculum reflects the aims and ethos of the school, embracing an environment in which pupils flourish as a result of their learning.

Aim

At Cranmore, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS, 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential'. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Children develop and learn in different ways and at different rates. All areas of **learning and development** are important and interconnected.

Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as a vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice
- Provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas through which the three prime areas are strengthened and applied are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Work covered in the Early Years is child-centred using the Framework for the Early Years. Staff consider the individual needs, interests, and stage of development of each child in their care and use this

information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

In planning and guiding children's activities, teachers and early years practitioners focus on the three characteristics of effective learning and reflect these in their practice and assessment processes:

- **playing and exploring** - children investigate and experience things, and 'have a go';
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Structured and imaginative play forms an important part in the EYFS curriculum. Adult intervention is for a real purpose and in all areas language is one of the prime indicators of achievement and progress. Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We write long term and medium term plans using the EYFS framework based on a series of topics each of which offers experiences in all seven areas. These plans inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses and interests.

Practitioners working with the youngest children will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills all children need to develop and learn effectively. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Cranmore and grow in confidence and ability within the three prime areas.

Children have whole group and small group times, which increase as they progress through the EYFS with times for teaching aspects of Mathematics and Literacy, including phonics sessions. The children experience a broad curriculum including Forest School, ICT, Music, Swimming, Gymnastics, French and Dance.

The curriculum is delivered using a play-based approach as outlined by the EYFS. 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'. We provide a safe and stimulating environment where the children are able to free-flow between inside and outside activities.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further. In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and reflect these in our practice.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. The online platform of Tapestry is used to record observations and linked with the relevant developmental stages. Observations of children's achievements and progress are collated in their own virtual learning journey, which are available for parents to view. Parents are also invited to upload their children's developmental milestones from home in their own observations. In addition to ad hoc parent teacher meetings, parents are invited to attend our online parents' evenings. Through carefully planned play-based learning, children develop the knowledge, skills, behaviours and attitudes required for a successful transition into Key Stage 1.

Prep School

Practice

Syllabus details are set out in medium term planning carried out termly by all teachers; this is scrutinized and moderated where necessary by the Head of Prep, the Deputy Head and the Heads of Department.

Year 1 – Year 3

- Children are taught by their Class Teacher, with specialist input for French, Music, PE and Swimming.
- All children have a core curriculum of English, Mathematics, Science, French, Geography, History, RE, PSHE (including RHE), Art, Computing, Music, PE, Games and Swimming.
- Each Year Group follows a 'creative curriculum' style Long Term Plan, linking the subjects together through topics each half term. This allows for the children to have an enriched and purposeful learning experience.
- All children have the opportunity to perform in a dramatic and musical production.

Year 4 – Year 6

- Pupils from Year 4 upwards are mainly taught by subject specialist teachers.
- All pupils have a core curriculum of English, Mathematics, Science (taught as separate disciplines of Biology, Chemistry and Physics in Year 6), French, History, Geography, RE, PSHE (including RHE), Music and Sport (PE, Games fixtures and Swimming), as well as aspects of Arts, Crafts, Design, Computing, Speech and Drama.
- Pupils sit a series of assessments in May which is preceded by revision weeks, to support their learning and preparation for more formal exams in the Senior School.
- Pupils are prepared for the opportunities, responsibilities and experience of adult life through Citizenship (within PSHE) and the pastoral system.

Senior School

Year 7 upwards

- All pupils have a core curriculum of English, Mathematics, Science (Biology, Chemistry and Physics), French, Spanish, Latin, History, Geography, RE, PSHE (including RSHE), Art, DT, Computing, Drama, Music and Sport.
- Senior Pupils follow a Study Skills Programme to support their learning and preparation for exams and their GCSE studies.
- Pupils make their GCSE option choices in the spring term of Year 9, for courses commencing in Year 10. A core curriculum of Maths, English Language and Literature, Science (Combined) and core RE, is complemented by four further option choices and non-examined PE and PSHE (including RSHE).

- Pupils are prepared for the opportunities, responsibilities and experience of adult life through Citizenship (within PSHE) and the pastoral system. Careers is taught within PSHE and offers appropriate advice for pupils in Year 7 and above.

Communication

Information on the curriculum is provided in the School prospectus and on the School website. Subject summaries are found on pupil reports and subject outlines are available to parents online. Schemes of work and subject syllabus are found on the VLE, under revision guides, in preparation for School assessments.

The management of the curriculum at Cranmore is guided by the Deputy Head (Academic) and Head of Prep. Management and evaluation of the effectiveness of the curriculum is maintained through:

- Departmental feedback following regular department meetings
- Learning walks, including lesson observations
- Heads of Department meetings
- Full staff meetings
- Weekly meetings of SLT
- School Self-Evaluation and Staff Professional Development procedures
- Formal and informal feedback from parents via parents' meetings and receptions
- Assessment data tracking, including review of external examination outcomes
- Feedback from parents via individual meetings with staff or via parent representatives
- Feedback from pupils via the School Council
- Governor Academic sub-committee meetings and Annual Governor and Senior Leadership planning and development day
- Whole school Development Plan

The Curriculum Policy is reviewed annually by the Head, the Deputy Head (Academic) and the Head of Prep.

Barry Everitt (Headmaster)

James Pulford (Deputy Head (Academic))

Toby Heaver (Head of Prep)

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