

Norfolk House School

Curriculum Policy

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



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Reviewed by
Tej Lander

Checked by
Rachael Byrne
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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. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our subject leads are committed to reviewing any updates to 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.

The curriculum up to Y6 aims to marry together the strengths of the revised National Curriculum in the Primary Years alongside the aims and ethos of the school.

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 and inline with its obligations in regard to the SEND Code of Practice.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the 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 sessional (part/time or full time as required by parents) supervised education for pupils between age 2 – 4 years and full time supervised education for pupils of compulsory school age to 11 years. Up to the age of 5, pupils follow a curriculum that 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 learning opportunities for developing strong core and cognitive skills; mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as well as linguistic and life skills 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 adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

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 for each child in our school to develop the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHE, RSE 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 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 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.

- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum.

Curriculum

Foundation Stage (Age 2 – 5 yrs)

Pupils have a broad programme of study, based on the revised EYFS Framework, which became statutory from Sept 2021 and 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, French, Forest School and physical education.

Key Stages One, Two and Three

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,

Linguistic – French and Latin (Y6)

Human and Social - history, geography, religious education

Aesthetic and creative education - art, music and drama

Life Skills – Future citizens, personal, social and health education

Philosophy for Children, Critical thinking and Study Skills

Physical – Individual and Team Sports, Gymnastics, Clubs

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

Equal Opportunities

The curriculum at Norfolk House 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 SEN policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding:

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. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead oversees this.

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum.

Relationship Education and Relationship and Sex Education (RSE) 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 PSHE 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](#).

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.

Standardised testing enables 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 Norfolk House School 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 subject leaders, senior leadership team 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 is 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. This is referenced also in the school's Assessment Policy.

Pupil progress meetings, held termly, help 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 adequate 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 adequate 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 resource, the cost for these services will be the responsibility of the parent.

In EYFS, the school will assess according to the statutory Early Years Profile and the 2 Year olds progress

check. Results of the Early Years Profile are provided to parents and Haringey 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 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 our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. 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.

(13) Appendix 1: Exemplar of Curriculum Objectives Junior Prep

We believe that the key to successful learning starts with developing strong oracy, comprehension and written expression from an early age; therefore, we want our pupils to be immersed in a curriculum that is literature rich and centred around building core transferable skills that equip them in developing key knowledge and understanding of the world around them, whilst being meaningful and relevant to their everyday experiences.

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 be defined by our Sparkling Start approach, 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, at the end there will be a Phenomenal Finish that will be shared with parents in a variety of ways. Phenomenal finish - gives their learning meaning and they are working towards a purposeful ending.

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.

Junior Prep Curriculum					
Key Aspects of Learning	<u>Core Skills</u> Independence Critical thinking Logical thinking Reasoning Leadership Creativity Communication Adaptability Resilience	<u>Immersive and Experiential</u> Rich text centred Piques curiosity with a sparkling start Provides a purpose and context for learning Is relevant and significant Builds knowledge and skills to create a phenomenal finish	<u>Breadth of Curriculum</u> English language Reading Comprehension Creative Writing Writing for a purpose Maths Science Humanities The Arts Technology Language/culture PSHCE RSE	<u>Characteristics</u> Curiosity Self challenging, risk takers Reflective Collaborative Imaginative Integrity	<u>Information, Media and Technology</u> Communication (G suite and chromebooks) Computational thinking Computer science E safety
Opportunities our curriculum provides	Breadth and Balance in learning Excitement and engagement Challenge and Ownership Development of oracy, comprehension and writing skills Mastery approach in Maths Practical and physical experience Application of learning to different context				
Relationships	Self awareness; relationships to others; global relationships and cultural diversity				
Experiences outside of the classroom	Forest School; Eco awareness; Sporting endeavours and opportunities; Musical and Drama opportunities; Local links; Educational trips; Visiting speakers/workshops				

