Pocklington Prep School

Curriculum Policy

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Aims (General)

Pocklington Prep School is committed to providing a rich and inspiring curriculum that enables every pupil to fulfil their potential, while nurturing the knowledge, skills, empathy and respect needed to contribute positively to their community and the wider world.

In an environment which gives due regard to the safety and health of all those who work in or visit the school, Pocklington Prep seeks to promote equally:

- Equality of opportunity
- Respect towards the opinions and beliefs of others
- Enjoyment of and engagement in learning
- The pursuit of excellence
- Openness to spiritual values
- Appreciation of aesthetic values
- Growth of a strong sense of personal responsibility
- Independent and active learning
- Active consideration for the needs of others
- Concern for man-made and natural environments
- A positive partnership with parents of pupils

All children, regardless of their level of ability or their Special Educational Needs, are entitled to access our curriculum equally and we actively promote and encourage this equality. Please refer to our Learning Support policy for further details.

Aims

This policy ensures compliance with the School's curriculum requirements by providing full-time supervised education for pupils of compulsory school age, enabling them to experience a broad and balanced curriculum across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative disciplines.

Provision:
(a)The School provides a broad academic programme from the EYFS through to Year 6. Full details can be found in the section on Procedure in this document which gives details about:

- Subjects taught throughout the school
- Structure of the curriculum
- Specific details about Pre-Prep and EYFS curriculum

(b)The Prep School will ensure that all pupils, including those with an Education, Health and Care Plan (EHCP), receive subject content that is appropriate to their age, aptitude and individual needs. In doing so, the curriculum will uphold and promote the fundamental British values of democracy,

the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

Curriculum content:
Subject co-ordinators (in liaison with the Deputy Head) will ensure that programmes of study are appropriate to the ages, aptitudes and needs of pupils, are progressive in terms of skills and development and do not undermine the fundamental British values outlined above. Further details can be found in the Prep School's *Teaching and Learning Policy* and in separate subject policies.

Assessment and Reporting
Assessment is a continuous process and should enable pupils to understand what they have done well and how they can move their learning forward in the future. Reporting, either informally to pupils or formally to parents, should be both summative in terms of what has been achieved and formative in terms of what should be done to improve. The style and manner of feedback will of course depend on the age and ability of the child. Further details can be found in the *Assessment Policy* and in the *Feedback Policy.*

Learning Support:
The school accepts pupils with specific and moderate learning needs dependent on each individual case. We consider whether this school will be the right learning environment for the child and whether we have the resources to help them to make progress. We have a specialist Learning Support department for this purpose. The procedures for identifying pupils with special needs and methods of supporting and evaluating them are contained in the *Learning Support Policy*.

More able pupils:
The School is committed to ensuring that pupils with high levels of attainment or particular strengths are appropriately challenged. Teachers use assessment information to identify pupils requiring additional stretch and provide opportunities for deeper learning, independent enquiry, problem-solving and critical thinking. Provision for more able pupils is embedded within high-quality classroom teaching and enrichment opportunities across the curriculum. To further enrich and extend provision for more able pupils, selected Year 6 pupils work have the opportunity to work in small groups with colleagues from the Senior School, providing additional challenge, deeper subject exploration and opportunities to engage with specialist teaching.

[c] The School will ensure that pupils acquire skills in speaking and listening, literacy, numeracy and computing.

English and Mathematics:
The quality of spoken and written communication and numeracy skills is the responsibility of all subject areas and teachers should ensure that development of these skills are regularly promoted in lessons and through their marking and feedback. Further information can be found in the school's *Teaching and Learning Policy.* In all subjects the principal language of instruction is English. The school seeks to meet the needs of pupils whose principal language is not English with its *EAL Policy.*

Computing:
All subjects should promote and reinforce the development of pupils' computing skills, complementing the discrete teaching of Computing through dedicated lessons. Further guidance can be found in the Teaching and Learning Policy and the School's *digital learning* Policy.

[d]The School will provide a comprehensive programme of personal, social and health education (PSHE) that reflects its aims and ethos, promotes positive relationships, and fosters respect for others. The programme will have due regard to the protected characteristics defined by the Equality Act 2010.

Teachers take every opportunity to take advantage of topics or approaches to learning that have potential for promoting pupils' PSHE awareness. Some themes are interweaved through the Curiosity Project where appropriate. Other issues and points for discussion often arise within year groups or form groups and are encountered and dealt with as and when they arise. Discrete PSHE sessions within the Prep School are taught as a one-hour session on a weekly basis throughout the year by the form teacher. A separate *PSHE policy* can be accessed for further information.

[e] The School will organise a programme of co-curricular activities which are age-appropriate for pupils:

Alongside the academic programme, the co-curricular programme provides a wide variety of activities and clubs for pupils which are appropriate to pupils' educational needs in relation to personal, social, emotional and physical development, communication and language skills. Full details can be found in the *Clubs and Activities Timetable.*

[f] The School is committed to ensuring that all pupils can access the full breadth of the curriculum, enabling them to participate fully, learn effectively and make meaningful progress regardless of their starting points, needs or circumstances.

English as an Additional Language:
English is the principal language of teaching and learning across all subjects. The School is committed to meeting the needs of pupils for whom English is an additional language (EAL), ensuring they are supported to access the curriculum and achieve their potential in accordance with the School's EAL Policy.

Disability:
Special measures will be taken by the Head of Pocklington Prep School and Bursar to ensure that any pupil with a disability has access to all aspects of the curriculum.

Learning Support:
Please see earlier statement.

More able pupils:
Please see earlier statement.

[g] The School will ensure that pupils are effectively prepared for the opportunities, responsibilities and experiences of adult life in modern British society through a broad range of curricular and co-curricular opportunities, including:

Equality and Diversity
The school analyses equality and diversity in terms of curricular and extra-curricular success indicators. The *Equality and Diversity Policy* provides details about the school's objectives and methods.

Classroom Teaching:
Teachers will promote collaboration, independence and self-reflection through high-quality classroom practice, supporting pupils in the development of essential life skills. Positive behaviour, mutual respect and consideration for others are actively fostered through the School's Respect Code. Teachers will also seek opportunities within the curriculum to enhance pupils' Spiritual, Moral, Social and Cultural (SMSC) development, enabling them to grow as thoughtful, responsible and engaged members of society.

Spiritual education:
Religious Education is compulsory throughout the school, timetabled for one session per week from Reception to Year 6. Pupils participate in a dedicated spiritual assembly each week. Other assemblies are shaped by the School's core values of Courage, Truth and Trust, providing opportunities to explore character, relationships, responsibility and personal growth.

Activities:
A wide range of lunchtime and after-school activities, including Playground Leaders, Reading Buddies, Chatter-Stitch, Charity Representatives and the School Council, promote responsibility, leadership and active citizenship. Games and Physical Education further support pupils' physical wellbeing while providing opportunities to develop teamwork, resilience and responsibility.

House System:
The House system fosters responsibility and wider citizenship and is used to promote SMSC. Pupils are split into four houses across the school and develop skills including teamwork, independent thinking and organisation. Year 6 pupils are chosen to represent, lead and organise a range of House activities for younger pupils, alongside the House Staff.

Responsibilities:
Responsibility for the overall Curriculum Policy lies with the Deputy Head of Prep School. Specific policies and their implementation lie with the relevant head of department/manager as below:

Deputy Head	Curriculum Policy Co-curricular activities timetable	Teaching and Learning Policy Assessment Policy Feedback Policy

EAL Co-ordinator	EAL Policy
Assistant Head (Pupil Progress)	Learning Support Policy
PSHE Coordinator	PSHE Policy

The Deputy Head is line managed by the Head and will meet with her on a regular basis to discuss curriculum development and the teaching and learning policy.

Oversight of the Curriculum Policy is undertaken by the Prep Governors Committee and will be undertaken by the Deputy Head in each academic year.

Procedure: The Prep Curriculum

All Prep children study the core subjects of **English, Maths** and **Science** alongside **History**, **Geography, Religious Studies, Computing, Design and Technology (D.T.), Drama, Art, Music, PE, Personal Social & Health Education (PSHE), Swimming and Games**. Pupils in Years 3 to 6 also take part in 6 half termly sessions of the **Pocklington Pathfinders Programme** for a duration of 2 hours per session.

A variety of subjects are taught through the 'Curiosity Project' curriculum, where appropriate. This is a whole-school, integrated approach with the aim of enabling children to expand their critical thinking skills through structured and creative enquiry. Children are encouraged to take knowledge to a deeper level, gaining a depth of understanding which is simply unachievable through a 'topic based' approach. We want our pupils to grasp that the purpose of learning is to expand their understanding and appreciation of the world. We have aimed to give teachers the autonomy to be creative, seek new avenues of exploration and take risks by giving the children more control over the direction their learning takes.

Each class tackles a 'Curious Question' over a term or half term, depending on length. The 'curious questions' are devised by staff and the children have input into the direction their learning takes. The class approach their questions through different 'lenses'. One week, they may examine their Curious Question as a marine biologist, another week they may be visual artists, or historians. The questions are designed to be broad and thought provoking, but also linked to the existing interests of a class or able to build on their lived experiences as well as prior learning.

The Pocklington Pathfinders programme was introduced across the Prep School in September 2025 for Years 3 to 6. The aims of the programme are:

- To enable all children in Key Stage 2 to develop progressive and vital skills for life in areas of self-care, risk, confidence, independence and outdoor skills.
- To fulfil key objectives from the PSHE 'Health & Wellbeing' programme of study.
- To continue to build a strong House (and Buddy) system to support the pastoral work.
- To encourage collaboration with the wider community.
- To provide broad, balanced and inspiring opportunities for all pupils, in line with the school's strategic aims

Modern Languages
Pupils participate in a range of activities in their weekly MFL lessons, with a focus on developing their confidence in the key skills of speaking, listening, reading and writing. Work begins in Reception with French, initially learning to recognise a foreign language and respond to and understand some basic commands. Songs, games and rhymes feature heavily in the younger years. MFL teaching continues throughout the school with one lesson a week building on knowledge and understanding. French is studied from Year 1 to Year 5, providing the opportunity for pupils to make progress across these skills in one core language. In Year 6, pupils are introduced to Spanish and German in readiness for their transition to senior school.
The Language Angels programme is used to support learning in MFL.

Pupils learn **Computing** skills, including programming, mouse control, touch-typing skills, from Reception upwards. They are also encouraged to use Computing across the curriculum. The school has wide range of devices available to promote and develop computing skills across the curriculum, including iPads, laptops, desktop PCs and Chromebooks. The iLearn2 programme is used to support learning in computing, alongside bespoke schemes of work designed by the Computing Lead.

Sports on offer include: tennis, gymnastics, dance, rounders, netball, athletics, swimming, cricket, football, rugby, hockey, trampolining and Martial Arts. We aim to provide as many pupils as possible with opportunities to represent the School in sport and other co-curricular activities. Pupils regularly participate in competitive fixtures across a wide range of sports, promoting teamwork, resilience, commitment and enjoyment.

PE and swimming take place weekly. PE includes gymnastics, dance and movement. All children swim, as part of the weekly timetable, in the school's on-site swimming pool.

Educational visits
Educational visits enrich and extend pupils' learning beyond the classroom. Pupils are provided with opportunities to participate in at least three educational visits each year, either with their class, year group or, on occasion, the whole school. All visits are carefully planned and subject to rigorous risk assessment procedures. Residential visits form an important part of the curriculum and are offered to pupils in Years 3 to 6.

Curriculum & Structure

1. Structure

a) Pupils are based in form groups that are both teaching and pastoral classes. The form teacher takes primary responsibility for the pastoral and academic welfare of his/her pupils.

b) All pupils are allocated to one of four Houses: Byland, Fountains, Jervaulx or Rievaulx. Houses competitions are organised for art, music, creative-writing, poetry and a variety of sports.

c) Pupils are taught in their form groups for all subjects, except in Year 6, where English and Mathematics are taught in smaller groups. These groups are flexible and are not based on setting or streaming by attainment.

d) Discreet grouping is used in other years, where suitable, to differentiate ability within the form.

2. Curriculum

a) The number of lessons per week: 25, plus 4 twenty-minute independent reading sessions.

b) Emphasis is placed on the core subjects of Maths, English and Science.

c) The Curiosity Project ensures in-depth coverage of every curricular subject with the exception of specialist subjects.

d) Specialist teachers deliver art, music, sport, computing and modern foreign languages. These subjects are not automatically part of the Curiosity Project, although many opportunities to collaborate do arise.

The Pre-Prep Curriculum

Pupils are based in form groups with a Form Teacher for the majority of their learning. They will receive specialist teaching in some subjects: art, music PE and games.

Pupils in Year 1 and 2 take part in the Curiosity Project curriculum, in which they study a topic for half a term, completing activities related to the following areas of learning:

- **Understanding English, Communication and Languages**
- **Mathematical Understanding**
- **Scientific and Technological Understanding**
- **Historical, Geographical and Social Understanding**
- **Understanding Physical Development, Health and Well-being**
- **Understanding of the Arts**

The timetable is structured to enhance the Curiosity Project Curriculum and, where possible, sessions are not sub-divided into areas of learning.

Developing an understanding of what makes a 'good learner' is at the centre of every activity, in and out of the classroom. These are reinforced in our 'Golden Rules' (*refer to Behaviour Policy*).

We value the importance of developing Literacy and Mathematical skills; therefore pupils receive daily structured instruction in phonics, reading, handwriting, grammar and Mathematics outside of the Curiosity Project

Pupils also receive instruction in Religious Education and Personal, Social and Health Education (PSHE) which are also actively incorporated into age-appropriate assemblies.

Continuous provision is in place in Year 1 to promote active, exploratory and independent learning, extending from their learning in the EYFS.

Pre-Prep pupils receive one PE lesson, one Games lesson and one swimming lesson each week. Pupils in Reception, Year 1 and Year 2 also participate in weekly Outdoor Learning sessions, alternating between Forest School and Mind, Body and Soil. Led by teaching staff, these sessions provide opportunities for collaborative learning and exploration within the school grounds.

French, Music and Art are taught for one lesson per week by a specialist teacher. The Pre-Prep pupils use digital technologies and have access to the school library.

The Curriculum in the EYFS (Reception)

Structured play within a happy and secure environment is a powerful vehicle for development of learning and is pivotal to supporting the challenge of the EYFS curriculum. The Reception curriculum is organised into seven areas of learning:

- **Communication and Language (Prime)**
- **Personal, Social and Emotional Development (Prime)**
- **Physical Development (Prime)**
- **Literacy (Specific)**
- **Mathematics (Specific)**
- **Understanding the World (Specific)**
- **Expressive Arts and Design (Specific)**

Learning opportunities are organised into two groups:
Adult-directed activities – these activities are initiated and led by an adult. The pupil is given support and guidance throughout.
Child-initiated activities – these activities are initiated by the pupil and the adult avoids intervention (where appropriate) and acts as an observer.

Equal Opportunities relating to EYFS Children

This policy is to be read in conjunction with Pocklington Prep School's Equality and Diversity Policy as it forms part of the school's portfolio of equal opportunities policies.

Revisions

Reviewed IDW July 2009, JD Nov 2009, JD Sept 2010, JD Sept 2011, JD Sept 2012, PA Sept 2012, VP May 2013, IDW Nov 2013, VP Jan 2014, A Ward August 2014 (Name change Lyndhurst to Pocklington), VP Nov 2014, VP Feb 2015, SC Jan 2015, VP March 2015, CS Dec 2015, CS Dec 2016, CS March 2017, CS March 2018, CS Feb 2019, CS Feb 2020, CS May 2021, JC Dec 2023, JC Sept 2024 (Minor Changes), JC Sept 2025, JC Sept 2026