

Curriculum Policy



CROWN HOUSE
PREPARATORY SCHOOL
Prepare • Persevere • Perform

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

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This policy also relates to the EYFS though they also have a separate curriculum. It should be read in combination with the Assessment and Tracking, Feedback and Marking and SEND Policies and the individual subject policies. This policy is set out with regard to Section 8 of the Education Act 1996 which gives pupils experiences in linguistics, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

1. Crown House Vision, Mission, Values: Aims and Ethos Statement

At Crown House School, our vision is clear: we prepare our pupils to embrace challenge, persevere with resilience and perform with confidence – flourishing as kind, capable and future-ready learners.

Our mission guides us each day: to provide a nurturing, inclusive and academically rigorous education where each child is supported to progress, grow in confidence and develop the skills and character needed to be a lifelong learner.

Our values: Prepare, Persevere, Perform.

We are proud to be a non-selective, independent preparatory school, welcoming children from Pre-school through to Year 6. We know every child as an individual and work in close partnership with families to ensure that all pupils are well-prepared for the next stage of their educational journey. Most of our pupils progress to local grammar schools and we are proud of the academic attainment achieved at Crown House. Yet, at the heart of our ethos, is a focus on maximising progress for every learner, whatever their starting point.

At Crown House, pupils thrive within three distinct pillars:

- Caring and Inclusive – every child is valued, supported and encouraged to be their best self, within a community rooted in kindness, respect and strong pastoral care.
- Academically Rigorous – pupils are challenged to think deeply, work purposefully and strive for excellence, with teaching and learning that ensures the highest standards of progress and individual achievement.
- Forward Thinking – creativity, performance and problem-solving are central to our curriculum. From themed terms (Song, Story, Symphony) to dedicated teaching of creativity and communication, we equip children with the confidence and adaptability needed to flourish in the future.

We define a Crown House Learner as someone who is:

- Resilient – able to persevere when learning is challenging.
- Reflective – able to think about their learning and make improvements.
- Creative – able to explore ideas, solve problems and think imaginatively.
- Kind and Tolerant – able to show compassion, empathy and respect for others.

Underpinning this are the meta-skills that help our pupils understand themselves as learners and as people: Learning to Learn, Learning to Explore, Learning to Think, Learning to Relate, Learning to Be, Learning to Manage and Learning to Engage. These form the habits of mind and heart that enable pupils to succeed not just at school but throughout their lives.

We also place great importance on mental health and wellbeing, ensuring that every child develops the confidence, balance and resilience to enjoy their learning and face the future with optimism.

Together, these aims create a vibrant, ambitious and caring school where every child is empowered to prepare, persevere and perform – ready to make their mark on the world.

2. Crown House Curriculum Statement

Intent

At Crown House School, our curriculum is designed to develop Crown House Learners who are equipped not only with knowledge and skills but also with the learning behaviours needed to understand how they learn as well as what they learn. By embedding the values of Prepare, Persevere, and Perform, we ensure that pupils are ready to face challenges with resilience, persistence, and confidence.

Our curriculum reflects the school's mission, aims, and values, ensuring that all pupils - including those with SEND and those who are more able-are empowered to meet future opportunities positively. Through careful planning and support, pupils leave Crown House well prepared academically, socially, and emotionally for the next stage of their education and for life beyond school.

Crown House is a small, happy, caring, and child-centred school within a culturally diverse community. We place great value on positive relationships and family partnership. Academic achievement is only one aspect of our vision for each child; therefore, our curriculum is broad, balanced, and holistic, supporting personal development, wellbeing, creativity, and character alongside academic success.

A distinctive feature of the Crown House curriculum is our strong commitment to the creative arts, particularly drama and music. These are taught both discretely and across the curriculum to enhance learning, build confidence, promote collaboration, and develop pupils' communication and performance skills - all reflecting our value of Perform.

We aim to deliver a broad, balanced and ambitious curriculum that:

- Secures high academic standards through rigorous teaching and a strong focus on progress, ensuring that pupils are well-prepared for the next stage of their education.
- Develops character and metacognition, enabling pupils to become reflective, resilient, creative and kind learners. As Crown House Learners, pupils learn to persevere when faced with challenges, to reflect on their learning, to think and act creatively and to show kindness and tolerance in all they do.
- Promotes personal development and wellbeing, embedding a strong culture of pastoral care and mental health awareness so that pupils can thrive both in and beyond the classroom.



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- Prepares pupils for life in modern Britain, ensuring that Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance are woven through the curriculum and school life. Pupils learn to value diversity, respect difference and contribute positively to their community.
- Encourages respect for all people, paying particular regard to the Protected Characteristics under the Equality Act 2010. Through carefully planned experiences, pupils develop understanding, empathy and fairness, recognising and challenging discrimination in all its forms.
- Equips children for the future by nurturing creativity, problem-solving, communication and collaboration skills. Our themed terms – Song, Story, Symphony – provide unique opportunities for pupils to connect knowledge, explore ideas imaginatively and perform with confidence.

Through this intent, the Crown House curriculum ensures that every child is known, nurtured and challenged. It develops the knowledge, skills and personal qualities that enable pupils not only to succeed academically but also to grow into thoughtful, principled and adaptable individuals who are ready to make a positive contribution to society.

Implementation

The Senior Leadership Team, subject leaders and teaching staff are responsible for designing, delivering and reviewing a broad, balanced and inclusive curriculum.

The curriculum is designed to ensure pupils are supported to:

- Prepare: through careful planning, building knowledge, and developing the skills they need to succeed
- Persevere: by fostering resilience, determination, and a growth mindset to overcome challenges
- Perform: by encouraging confident application of knowledge, collaborative work, and creative expression

Curriculum Planning and Review

- All curriculum policies are reviewed annually
- Policies and schemes of work clearly outline progression in skills and knowledge
- Schemes are adapted to meet the needs of Crown House pupils while ensuring full curriculum coverage
- Subject leaders are responsible for subject development plans, informed by:
 - Lesson observations
 - Pupil discussions
 - Work scrutiny
 - Staff meetings and INSET

Teaching, Learning and Assessment

Teaching is designed to be engaging, purposeful and challenging.

Assessment includes:

- Sonar tracking
- Hot and Cold tasks to assess learning across units
- Ongoing formative assessment during lessons
- Summative assessment during assessment week, using:
 - Quest for Key Stage 1
 - Quest for Key Stage 2
 - Renaissance Star Reader for Yr2-6

- Renaissance Star Maths
- Little Wandle phonics assessments every half term to ensure progress is carefully monitored, accelerated where appropriate and supported where necessary

Assessment information is used to inform planning, intervention and challenge.

Inclusion and Pupil Progress

- Pupils are taught in mixed-ability classes with clear differentiation
- Progress of SEND and more able pupils is monitored through pupil progress meetings
- Appropriate support and challenge are implemented promptly
- High expectations are communicated through clear learning objectives and success criteria

Professional Development

- Teachers are expected to continually improve subject knowledge
- Regular internal and external CPD supports high-quality teaching and learning

Enrichment and Wider Curriculum

- Enrichment opportunities include:
 - Assemblies
 - Educational visits
 - Visiting speakers
 - Themed weeks
 - Performances and showcases in drama and music
- Technology is used effectively to enhance learning and allow pupils to present work in personalised ways

Personal Development, Wellbeing and Safeguarding

- Pupils are supported to become resilient, reflective, creative, kind and tolerant learners
- Pupils are taught about personal safety and safeguarding
- Collaborative learning develops key soft skills
- Fundamental British Values are embedded across the curriculum, assemblies and PSHE

Impact

The impact of the curriculum is measured through:

- Analysis of attainment and progress during pupil progress meetings
- Review of Sonar and Quest data
- Pupil discussions about their learning through pupil voice
- Work dialogue including:
 - Beginning-of-unit elicitation
 - End-of-unit outcomes
- Monitoring pupils' confidence, independence, creativity and readiness for their next stage

3. Crown House Curriculum Design

The curriculum enables pupils to become confident, resourceful, enquiring and independent learners, able to evaluate their own performance and understand how to improve.

Pupils develop age-appropriate knowledge and understanding of:

- Subject content
- Learning behaviours

- Equality, diversity and protected characteristics

Areas of Learning:

Linguistic Development

Strong foundations in reading, writing, speaking and listening. French is taught from Reception to Year Six. Phonics follows the Little Wandle programme.

Mathematical Development

Fluency, reasoning and problem-solving are developed through structured and engaging teaching.

Scientific and Technological Development

Pupils explore the natural and man-made world and develop confidence in computing, including programming.

Human Development

History and Geography are taught through topic-based learning, developing understanding of people, place, time and change.

Social, Moral, Spiritual and Cultural Development

Pupils develop empathy, respect, self-esteem and moral understanding within a culturally diverse community.

Physical Development

Sport and physical activity promote health, confidence and wellbeing.

Aesthetic and Creative Development

Art, music and drama are central to school life, fostering imagination, individuality and self-expression.

4. Organisation and Delivery

The curriculum is organised to ensure breadth, balance and depth across all areas of learning, while making effective use of teaching time. Lessons are delivered primarily in 45-minute sessions, allowing for a clear focus on specific learning objectives and maintaining a consistent pace throughout the school day.

Where appropriate, double lessons are used, particularly within core subjects such as English and Mathematics. These extended sessions provide opportunities for deeper learning, including sustained writing, problem-solving, guided practice and feedback. Double lessons also support the development of key skills through modelling, application and independent work within a single lesson sequence.

The curriculum is delivered through a combination of:

- Whole-class teaching
- Guided group work
- Independent practice
- Discussion and collaborative learning

Teachers adapt lesson structures to suit the needs of the subject and the learners, ensuring that activities are purposeful, engaging and appropriately challenging. Opportunities for retrieval practice, explicit instruction and reflection are built into lessons to support long-term retention and understanding.



Cross-curricular links are made where meaningful, enabling pupils to apply their knowledge and skills in different contexts. In addition, the curriculum is enriched through trips, visitors and themed learning experiences to enhance engagement and provide real-world connections.

Overall, the organisation and delivery of the curriculum are designed to maximise learning time, promote high standards and ensure that all pupils make strong progress.

Below are the school times for the year groups.

Year Group Core School Hours

Pre-School 8.45 – 15.30

Reception 8.30 – 15.30

Years 1–2 8.30 – 15.30

Years 3–6 8.30 – 15.45

5. Curriculum Process

Early Years Foundation Stage (EYFS)

Reception follows the EYFS framework:

- Prime Areas: Communication and Language, Physical Development, Personal, Social and Emotional Development
- Specific Areas: Literacy, Mathematics, Understanding of the World, Expressive Arts and Design

Learning is delivered through a balance of child-initiated and adult-led activities, with play at the heart of learning. An EYFS Profile is completed and shared with parents.

Key Stages 1 and 2

- Subjects are taught discretely, with meaningful cross-curricular links
- Learning is planned by topic over half terms or terms
- Specialist teaching increases in Upper School
- A whole-school curriculum map ensures full coverage

6. Crown House School Remote Education and Continuity of Learning

Remote education may be provided for pupils who:

- Are absent from school due to short-term illness but are well enough to engage in learning.
- Are absent due to medical treatment, recovery or long-term health needs.
- Are unable to attend school due to exceptional circumstances.
- Are participating in a phased return to school.
- Are absent for a period agreed by the Headteacher where remote education is appropriate.
- Are affected by circumstances requiring temporary closure of a class, year group or the school.

The school recognises that remote education may not always be appropriate during periods of illness. Decisions regarding provision will be made on an individual basis, taking account of the pupil's wellbeing and ability to engage in learning.

Remote Education Provision

Where remote education is required, pupils will receive learning that closely reflects the curriculum being taught in school.

Provision may include:

- Live teaching sessions.
- Pre-recorded teaching and modelling.
- Microsoft Teams assignments and resources.
- Teacher-produced learning materials.
- Printed learning packs where appropriate.
- Curriculum-based projects and investigations.
- Reading, spelling and fluency activities.
- Educational websites and digital learning platforms.
- Opportunities for discussion, questioning and feedback.
- Physical activity and wellbeing activities.

Remote learning will not consist solely of screen-based activities and will include practical, creative and independent learning opportunities.

Curriculum Expectations

Remote education will:

- Follow the school's curriculum sequence wherever possible.
- Provide access to English, Mathematics and the wider curriculum.
- Build on prior learning and introduce new concepts.
- Maintain high expectations for presentation, effort and participation.
- Support pupils in developing independence and self-regulation.
- Include opportunities for retrieval practice and assessment.
- Be adapted where necessary to meet the needs of individual pupils.

Teachers will clearly communicate learning objectives and success criteria to support pupils in understanding the purpose of their learning.

Inclusion and Accessibility

The school is committed to ensuring that all pupils can access remote education.

Where required, the school will:

- Adapt resources for pupils with SEND.
- Provide reasonable adjustments to learning activities.
- Support families experiencing barriers to accessing technology.
- Provide alternative resources where online access is not possible.
- Work closely with parents to ensure pupils remain engaged in learning.

Roles and Responsibilities

Teachers

Teachers will:

- Provide high-quality learning activities aligned to the curriculum.
- Set appropriate work and maintain high expectations.
- Monitor engagement and completion of work.
- Provide feedback and address misconceptions.
- Communicate regularly with pupils and parents where appropriate.
- Ensure all online interactions comply with safeguarding and data protection requirements.

Pupils

Pupils are expected to:

- Engage positively with remote learning.
- Complete learning activities to the best of their ability.
- Seek support when needed.



- Follow school expectations for behaviour and online conduct.
- Demonstrate the Crown House values of Prepare, Persevere and Perform.

Parents and Carers

Parents and carers are encouraged to:

- Support routines and engagement with learning.
- Provide an appropriate environment for learning where possible.
- Communicate with the school regarding any difficulties accessing remote education.
- Encourage independence whilst offering appropriate support.

Safeguarding

Safeguarding remains paramount during remote education.

All online teaching and communication will:

- Take place through approved school platforms.
- Follow the school's safeguarding, staff conduct and online safety policies.
- Comply with Keeping Children Safe in Education (KCSIE).
- Adhere to UK GDPR and data protection requirements.

Monitoring and Review

The effectiveness of remote education will be monitored by senior leaders through:

- Pupil engagement.
- Quality of provision.
- Feedback from pupils, staff and parents.
- Curriculum coverage and pupil outcomes.

This policy will be reviewed annually or sooner if government guidance changes.

7. Religion and Worldviews

Religions and Worldviews education develops knowledge, understanding and tolerance. Teaching includes:

- Kapow Religion and Worldviews
- Assemblies
- Cross-curricular learning and celebration
- Culture and Diversity week

8. PSHE, British Values and RSE

PSHE is delivered through lessons, assemblies, circle time, projects and enrichment. Pupils' voices are valued through:

- School Council (Years 2–6)
- Pupil surveys and discussion
- Fundraising and community involvement

British Values are promoted through:

- School Council
- Behaviour policies
- Assemblies and celebrations
- PSHE and Religions and Worldviews
- Educational visits
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Relationship and Sex Education is delivered sensitively and age-appropriately. Statutory science content is taught in Year 6; parents may withdraw from non-statutory elements.

9. Equality and Protected Characteristics

At Crown House School, we are committed to fostering an inclusive environment where every pupil feels valued, respected and represented. The curriculum is carefully designed to reflect and celebrate diversity, ensuring that pupils are exposed to a wide range of perspectives and experiences.

When selecting texts and resources, including reading books, we actively consider the protected characteristics outlined in the Equality Act 2010. This ensures that pupils encounter characters, authors and viewpoints that reflect different backgrounds, identities and lived experiences. Through this approach, we aim to broaden understanding, challenge stereotypes and promote empathy.

Crown House School does not tolerate discrimination in any form. Pupils are explicitly taught in an age-appropriate manner to understand and respect the nine protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including colour, nationality and ethnic or national origins)
- Religion or belief (including lack of belief)
- Sex
- Sexual orientation

Understanding and respect for these characteristics are embedded across school life. This is achieved through:

- Carefully selected curriculum content
- Assemblies that promote inclusion and awareness
- PSHE lessons that explore identity, relationships and respect
- Daily interactions and modelling of inclusive values by staff

Through this comprehensive approach, pupils develop a strong moral understanding, learn to appreciate differences, and are equipped to contribute positively to a diverse society.