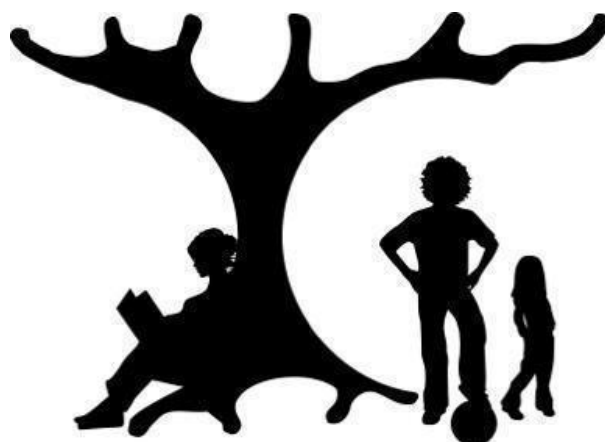


New Forest Small School

Curriculum Policy



Member of Staff Responsible	Headteacher
Regularity of Review	Every 3 years
Approved By	Lead Proprietor
Last reviewed	July 2025

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad, balanced and stimulating education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural (SMSC) development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- To promote a broad, open-minded and tolerant understanding of the world around us.
- To actively promote the fundamental British values (FBVs) of democracy, the rule of law, individual liberty, and mutual respect and tolerance of others, including those with different faiths and beliefs.

2. Legislation and guidance

This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The proprietor

The proprietor, Greta Alp (greta.alp@newforestsmallschool.com), will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state

- The school implements the relevant statutory assessment arrangements

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the proprietor
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

At the New Forest Small School we aim for our curriculum to build in a gradual spiral (developing in breadth and depth) from our youngest children in kindergarten to our oldest children in Class 5, allowing students to add layers to their understanding of each of the core subjects as they move through the school. We aim to create connections between the learning of the youngest and the oldest children in the school, something that is reinforced by the fact that some of our teachers teach from kindergarten through to GCSE. There are also subjects, such as Spanish and Music, which are taught across the whole school. Literacy and numeracy are fundamental and underpin learning across the whole curriculum.

There are, however, different ways that the curriculum is organised between our downstairs classes (kindergarten, Classes 1 and 2) and our upstairs classes (Classes 3, 4 and 5). In the downstairs classes, the curriculum is organised around the seven areas of learning in the Early Years Foundation Stage (EYFS). These are; communication and language; personal, social and emotional learning; physical development; literacy; mathematics; understanding the world and expressive arts and design. In these downstairs classrooms we ensure we allow more space for the emergent curriculum,

responsive to the interests and needs of the children within each class. The primary vehicle for learning in these classes are projects, which can be short term or may last for a term or longer. Within these classes, some areas of learning which become specialised subjects later in the school (such as history and geography) are integrated and taught under the wider umbrella of 'understanding the world'. This allows us to inspire the children with learning that captures the breadth and depth of the world around them and which emphasises connections between different areas of learning.

In our upstairs classes, all subjects are taught as separate disciplines, whilst looking to emphasise interdisciplinary connections where possible. In Class 3, we ensure children are prepared for the Secondary curriculum,, developing their skills, knowledge and confidence in the individual subjects they study.

Our secondary curriculum for each subject is driven and led by the National Curriculum. The aim of Key Stage 3 (KS3) is to ensure students are adequately prepared for the expectations and academic requirements of Key Stage 4 (KS4). Our secondary curriculum approach is thematic. This strategy organises student's learning around a central theme/topic. For example, KS3 Psychology is organised around the central theme of human behaviour. Our study of the theories of memory, perception, attachment and development branch off our central question - how can we explain human behaviour?

KS4 History is organised around central themes - How can we explain the rise of the Nazis? What were the reasons for tension between East and West 1949-1972?

The aim of this curriculum strategy is to enhance meaning in our student's learning journeys. By centering learning around a central theme students are able to grasp the reason behind learning and how we can gather evidence to understand core concepts.

Our secondary curriculum is designed and delivered by subject teachers, influenced and led by national curriculum requirements. They are sequenced to build knowledge and skills progressively, following a hierarchical/cumulative structure. This moves vertically

across Key Stages, beginning with core ideas and basic skills and building up to complex skills.

Please refer to our RSE Policy for details on how Relationships and Sex Education is designed and delivered.

Please refer to our PSHE Policy for details on how PSHE is designed and delivered, including British Values and the development of spiritual, moral, and cultural ideas.

Please refer to our Careers Policy for how our careers provision is designed and delivered.

Please see our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Headteacher (Alex James) and Greta Alp (Proprietor) monitor the way subjects are taught throughout the school by:

- Conducting regular learning walks and lesson observations
- Biannual workbook review
- Regular informal conversations and ongoing monitoring of individual subjects and student progress
- Meeting with subject teachers to discuss curriculum delivery and development

This policy will be reviewed every two years by the headteacher (Alex James). At every review, the policy will be approved by the proprietor (Greta Alp).

7. Links with other policies

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

Non-examination assessment policy

SEN policy and information report

Equality information and objectives