



Curriculum Policy

Review Cycle: Annually

Last Review Date: Sept 2026

Next Review Date: Sept 2027

Staff responsible: Curriculum Lead, Assessment Lead and Deputy Head

Committee responsible: Academic Committee

(This policy applies to the whole School including EYFS)
(Willington School reserves the right to update all policies on a regular basis)



Introduction and Values

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the pupils at Willington School. It also includes the 'hidden curriculum', or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum at Willington Prep, Wimbledon is underpinned by the values that we hold dear - Kindness, Respect, Humility and Honesty. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives (School Motto - *non scholae sed vitae discimus* - *we learn, not just for school, but for life*).

Willington Prep, Wimbledon is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society.
- We respect each pupil in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful and we provide equal opportunities for all the pupils in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

Aims and Objectives

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every pupil. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Willington Prep, Wimbledon are to enable pupils to:

- Feel safe and valued as part of a caring community that celebrates success.



- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively.
- Develop an enquiring mind and be able to ask questions.
- Be confident enough to take risks in their learning.
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- Be able to listen and articulate responses showing consideration to others • Be polite and courteous.
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning.
- Understand and respect diversity.
- Be aware of and recognise their own learning needs and be involved in planning future steps.
- Develop a sense of self-esteem: be well balanced and healthy individuals.

Organisation and Planning

Our yearly curriculum overview indicates which subjects are taught to which groups of pupils in respective terms. Over each academic year, each pupil has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross-curricular approach to learning and encourages pupils to apply skills in a variety of ways.

Medium term plans and/or schemes of work are written to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation identified.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each lesson and to identify what resources and activities staff will use in the lesson. All lessons focus around a clear lesson objective (LO) and this must be referred to during each lesson, which then forms part of the success criteria for the lesson.

Speaking, Listening, Literacy and Numeracy

The curriculum is designed to ensure that speaking, listening, literacy and numeracy skills are systematically developed across all subject areas. Teachers deliberately plan opportunities for pupils to practise and apply these core skills beyond English and Mathematics, including structured talk, discussion, presentation, reading, writing and the use of mathematical reasoning within a wide range of curriculum contexts. Literacy and numeracy expectations are shared across subjects and are reinforced through consistent teaching approaches, vocabulary development and age-appropriate challenge. House competitions such as the Creative Writing and Maths Challenge serve to enhance and promote these skills further. Progress in these core skills are monitored through assessment in English and Mathematics and through ongoing formative assessment within the wider curriculum.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard (More Able). They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessments to set targets which are deliberately ambitious.



The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with the pupil's parents.

If pupils have special educational needs (SEN), a disability, English as an additional language (EAL) or an Educational Health Care Plan (EHCP) our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a pupil may have special educational needs, the teacher is able to adapt, differentiate and provide resources and educational support opportunities which meet these needs within the normal class organisation. If it is deemed that they require extra support, either in class or separately, this is provided by our SEND team. Where a pupil has an EHCP, curriculum planning, teaching strategies, support arrangements and outcomes are informed directly by the provision and targets outlined within the plan, in close consultation with parents and relevant professionals.

Mixed Ability Teaching

We believe, in line with the latest educational research, that all classes should be taught as "mixed ability" classes. There are no sets or streams for any subject lessons. However, all teachers will appropriately differentiate in a varying ways to ensure all pupils can access the lesson information.

Classes may, on some occasions, be split into smaller groups. These groups could either be mixed ability or be differentiated.

We ensure high standards of academic progress through well planned lessons, high quality teaching and enabling all pupils to access the content of each lesson. All pupils are offered the same opportunities and potential outcomes through this method and each is stretched appropriately. The divide between the very highest achievers and the lowest is subsequently narrowed whilst maintaining the highest academic standards for all.

Teaching Assistants and the SEN department operate within both the Pre-Prep and Prep Schools. Their main focus is supporting the educational needs of every pupil in the school. Reception to Year 4 groups have one-to-one reading sessions across the week to support their reading and comprehension. Support groups or "Clinics" are available in English and Maths for pupils in Year 5 and are again accessed by invitation. The SEN department is regularly involved within the classroom setting helping to support small groups or by working one-to-one. Small group lessons and one-to-ones also take place in the SEN teaching room.

Provision for the More Able group is provided, firstly, through the process of thoroughly tracking every pupils' achievements. Once identified, these pupils are stretched and extended in their lessons, through high quality teaching and differentiation. The scholarship programme also provides extra lessons across a range of disciplines.

Subjects Taught

English, Maths, Computing, Geography, History, French, Religious Studies, Science, Spanish, Philosophy (with Character Education and Social, Moral, Social and Cultural), PSHCEE, Outdoor Education, Latin, Art / Design Technology, Drama, Music, Physical Education and Games.

Relationships Education

Relationships Education is provided to all pupils in accordance with statutory requirements. Provision is



delivered primarily through the PSHCEE curriculum and is age-appropriate, developmentally suitable and inclusive. The content and delivery of Relationships Education are set out in the school's separate Relationships Education (RSE) Policy, which has been developed in consultation with parents and is available to parents on request and via the school website.

The Role of the Subject Co-ordinator

The role of the subject coordinator is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

The school gives all teachers non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within exercise books.

The subject leader leads termly meetings with all the teachers delivering their subject. This forms part of the subject monitoring process. An agenda and minutes are taken and these will then feed into yearly action plans.

Subject leaders for English and Maths will meet with the Curriculum Lead and Deputy Head, and discuss effort and attainment across their subjects. Special notes are made of more able and less able pupils. The entire school tracks the progress of their pupils on a central tracking dashboard: a document which records effort, attainment and progress of every pupil in the school, noting the strengths and development points for each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the academic profile of the pupil in each and every subject, predicting the direction in which they are heading should current form continue.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Monitoring and Review

Marking and Feedback will be monitored by the Senior leadership Team or by Subject Leaders (as initiated by the SLT) and forms part of our annual monitoring cycle on Formative Assessment and Assessment for Learning.

Termly Scrutiny of Work programmes are also carried out to ensure clear progression is evident in exercise books. They ensure that clear learning intentions are identified in plans and that pupils receive consistent and developmental feedback on their work in line with the school's marking guidelines as stated later in this policy. The leadership team and subject leaders also conduct learning walks and teacher lesson observations throughout the year to ensure there is a broad and balanced curriculum being delivered to the pupils. Subject leaders also monitor the way in which resources are ordered, stored and managed.



SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Assessment

Assessments in all subjects are performed by the class teachers and either informal or formal, formative or summative. Generally, these assessments are recorded at the end of a unit and suggest whether a pupil has achieved specific National Curriculum objectives relating to that unit of work. In addition to teacher assessments, all pupils from Year 3 to Year 6 will have standardised GL assessments at the beginning and end of the academic year, with Year 5 having additional GL assessments in reading and maths mid-year. Pupils from Year 2 to Year 6 will have a GL spelling assessment at the end and end of the academic year. In Key Stage 1, pupils complete a Smart Grade assessment, which is termly and paper-based, in comprehension, mathematics and grammar and punctuation and writing. This allows teachers to track progress and identify areas for development. Key Stage 1 staff meet after the assessments to moderate work, discuss and agree strategies to be put in place to best support the pupils. In Reception, EYFS pupils complete an online Baseline Assessment with their class teacher, this is completed within the first 6 weeks of joining Willington; in the Summer term, Reception pupils are also assessed against the EYFS Early Learning Goals.. The school also operates a whole school approach to creative writing assessments with parallel assessments taking place for pupils in Year 1 to Year 6 at the start and end of the year, as well as an adaptive spelling test for all pupils in Years 2 to 6 at the start and end of each year. These summative assessments enable us to have a deep understanding of each and every pupil's knowledge base and progress.

Early Years Foundation Stage Curriculum

At Willington Prep School the EYFS curriculum is rich, exciting and engaging. The Early Years Foundation Stage (EYFS) extends from the age of 3 – 5 years. The EYFS is important in preparing pupils for later schooling. It is the Early Learning Goals that set out what is expected of most pupils by the end of the EYFS. Every pupil deserves the best possible start in life and support to fulfil their potential. A pupil's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important and it provides the foundation for pupils to make the most of their abilities and talents as they grow up. At Willington Prep School we provide an environment that is stimulating and exciting to young minds, in an effort for every pupil to maximise their potential as independent learners.

PSHCEE and PSED

The curriculum and PSHCEE (PSED in the early years) programme at Willington Prep School promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It encourages respect for groups protected by the UK 2010 Equality Act. This programme and the assemblies programme provide pupils with social, moral, spiritual and cultural education, as well as valuable opportunities to promote key British values.

The Early Years Curriculum

The curriculum is designed to be broad and challenging and to allow each pupil to develop their talents fully. Class teachers remain with their forms for the majority of the time, but specialist teachers take the pupils for Music, French, PE, as well as Computing and Art in Reception class.



1. Areas of Learning

The EYFS statutory framework provides a structure for planning and evaluation of the curriculum for pupils aged 0 to 5 years.

The Early Years curriculum is formed of three prime areas of development:

- Communication and language
- Personal, social and emotional development
- Physical development

And four specific areas of development:

- Literacy
- Maths
- Understanding the world
- Expressive arts and designs

2. Pupil-Initiated Activities

The curriculum allows time for pupils to make choices and take the lead in their learning. During pupil-initiated activities, pupils can consolidate new skills and develop their self-esteem. Staff take an active role during pupil-initiated play by extending, facilitating, scaffolding and play-partnering.

3. The Importance of Play

During play, pupils explore, discover, solve problems and learn to understand the need for rules. Play gives pupils the opportunity to think creatively alongside others, as well as on their own. They can express their fears in a safe and secure environment whilst having the opportunity to take risks and make mistakes. They will be involved in group and individual play, initiated by adults and pupils, using a wide range of resources. Daily routines are adhered to, as far as possible. We provide a routine which is conducive to effective learning. The pupils find security and a sense of order in this routine practice and we aim to lay a solid foundation for a formula that increases their chances of achieving a successful and fulfilled life as an adult.

In the EYFS, we build on what pupils have already learned at home and we lay a solid foundation for their future formal education. The environment that we provide is a secure and caring educational one, where they acquire grounding in the fundamentals of learning, and ensure that no pupil is excluded or disadvantaged. This is strongly promoted by developing strong ties with parents and encouraging feedback from both parties.

4. Observations

Observations in Early Years are ongoing and are an integral part of the assessment process. We make systematic observations of their achievements and interests to identify learning priorities for individual pupils. Observations are recorded and shared with parents using a programme called Tapestry and allows opportunities for parents to share their observations and make comments on school observations.

5. Assessment



All pupils have an online Pupil Profile which tracks and highlights their individual progress in each of the prime areas of learning, specific areas of learning, Early Learning Goals and achievement and across the school. Teacher observations, pupils' work and photographic evidence are included, as well as Next Steps in their learning. This builds the pupils' EYFS Profile from aged 3 in Nursery through to the end of the final term of the year in which they reach 5. Pupils are assessed on entry (baseline assessment) and continually in a formative manner. Pupils are tracked and this information is reported back to parents. In the Summer Term, Reception pupils are also assessed against the EYFS Early Learning Goals; this data is shared with the parents and upon request, the local authority.

Marking and feedback

- Pupils write in blue or pencil and edit or respond to marking in green; teachers mark in purple (in Prep-Prep red pen - spelling corrections by pupils, circled by the teacher).
- Written work should be dated and the learning objective should be clear by writing the Learning Objective (LO) at the beginning of tasks; both must be underlined with a ruler.
- Prep teachers use the acronyms WWW (What Went Well) and EBI (Even Better If). Years 1 and 2 teachers use stampers for a star (green) - what went well and wish (red) - target.
- Teachers should look for progress and success before areas to develop. Effective marking and feedback is supportive and positive for pupils.
- Marking should link to the learning objective and success criteria.
- Teachers acknowledge verbal comments and praise with the appropriate symbol from the code (VF).
- Teachers give positive public feedback for high achievement, as an illustration of completion of the learning objective and success criteria (shared with the pupils and differentiated where appropriate).
- Teachers look for persistent errors and patterns of errors, rather than every error made: be selective and sensitive in marking, i.e. not every incorrect spelling will be highlighted, only words that an individual pupil should be reasonably expected to know.
- Ideally, a significant amount of work should be marked during the lesson with the pupil who can respond to feedback immediately, the rest must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given.
- Work should indicate whether it has been completed independently or with support. Staff may wish to annotate stampers with the level of support, e.g. Assistance may be by: 1:1 - individual support, Gp - group support, Min - minimal support, WB - using a word bank, Res - using resources given.
- If work is incomplete due to absence (A), Music Lessons (M) or Learning Support lessons (LS), this should be noted.
- The following Prep marking key is used by all teachers and shared with the pupils:



Writing Marking Key Prep

Code	Explanation
sp 	Spelling mistake. Correct and practise three times
	Incorrect punctuation
?	Word, sentence or answer does not make sense
^	Missing word, letter or phrase
//	Insert new paragraph
VF	Verbal feedback given
✓	Good idea, word, sentence
✓✓	Fantastic idea, word, sentence
●	Incorrect - revise the idea, word, sentence
★ ★	Overarching focus target
WS / I	With support / independent
l.c.	Use a lower case letter
C.L.	Use a capital letter
WWW	What went well
EBI	Even better if

- The following Key Stage 1 marking key is used by all teachers and shared with the pupils:

Writing Marking Key Pre Prep

Code	Explanation
SP	Spelling mistake
	Incorrect punctuation
?	Word, sentence or answer does not make sense
^	Missing word, letter or phrase
//	Insert new paragraph
VF	Verbal feedback given
✓	Good idea, word, sentence
✓✓	Fantastic idea, word, sentence
TA S / I	With support / independent
l.c.	Use a lower case letter
C.L.	Use a capital letter
Star Stamper	What went well
Wish Stamper	Even better if

Constructive marking and feedback

- At Willington School, marking is understood as achieving a balance between setting and guiding future progress and building self-esteem through the recognition of pupils' achievements. Pupils should be made aware of what they have done well, including any achievements or successes.



However, to facilitate future progress, it is equally important that they are given clear targets indicating where to go next with their learning. In some cases, pupils may need to be told sensitively that they are making errors.

2. As with all aspects of teaching, there are exceptions to the general principle of praise and target-setting. If a pupil is particularly proud of a piece of writing, for example, it may not be helpful to set a target or highlight errors, as doing so could prove counterproductive. In such instances, it may be more appropriate to offer praise only, deferring any areas for development until the next occasion on which the pupil undertakes a similar task. The target could then be set at the outset of that subsequent piece, drawing on areas for development identified previously and addressed in a positive manner, such as: "You remember that lovely piece of writing you did? Wasn't it great? Now you're older and more experienced, I bet you could do an even more amazing one if you..."
3. There are occasions when pupils - much like adults - do not produce their best work, and at times they may produce very little. In general, pupils appreciate knowing where they stand with regard to expectations, and teachers should not shy away from honest, constructive feedback. If, when marking a piece of work, a teacher finds it difficult to identify clear strengths, this is often a signal that the pupil has not met the standard of which they are capable. In such cases, the teacher should be straightforward with the pupil and set clear, achievable targets. Rather than searching for something positive within the piece at hand, a more effective approach is to direct the praise element towards a previous submission where the pupil demonstrated greater success - for example: "You produced some really strong extended writing last week about the school trip. Let's use that as our starting point and see if we can bring this piece up to the same standard." This technique, known as personal retrospective praise, reinforces the pupil's sense of their own ability whilst maintaining honest expectations for improvement.
4. Teachers should maintain a balance of focused and unfocused marking. It is often helpful for pupils to be aware of the specific focus of the marking - for example, the use of apostrophes. Having a clear focus is equally useful for the teacher and can make the marking process considerably more efficient. As noted above, flexibility remains important: if any glaring errors are observed, particularly those that are repeated, teachers should not hesitate to address them outside the stated focus. More importantly still, if a pupil is observed attempting something beyond their current level in order to extend their learning - such as the use of colons within sentences - this should be acknowledged and praised.
5. Teachers should avoid over-marking. Marking is a crucial element of a teacher's role and should be carried out at least once a week. Certain pieces of work should, naturally, be closely marked, whilst others are best addressed with the learner during the course of the day, allowing targets to be acted upon immediately. Feedback may be delivered in a variety of ways. For older pupils, peer marking can be particularly beneficial and supports the development of self-critical skills.
6. Time should be made to review and discuss marking with pupils. The fact that a piece of work has been marked and annotated does not necessarily mean the pupil will engage with the



feedback. Opportunities for reflection on marking need to be built into the curriculum, notwithstanding the demands of a busy timetable.

7. Online marking follows the same principles as marking in exercise books, with feedback provided through written comments or voice notes.

8. Summary:
 - Pupils should be made aware of what they have done well.
 - Clear targets should be set to facilitate future progress.
 - Teachers should use their professional judgement to determine whether praise alone is appropriate for a given piece of work, or whether constructive advice for improvement should also be offered.
 - A balance should be maintained between focused and unfocused marking.
 - Books should be marked at least once a week, with care taken to avoid over-marking. Alternative forms of feedback should also be utilised.
 - Where possible, pupils should be given time to read through and reflect upon the marking they have received.

Review period: Annual

Reviewed by: Deputy Head & Headmaster