

Curriculum policy

Orwell Park School



ORWELL PARK SCHOOL

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1. Curriculum aims

1.1 Academic Ethos & School Values

Our curriculum aims/intends to devise an education for all pupils in line with Orwell Park School's Academic Ethos:

- Inclusive – all pupils supported and all needs met
- Supportive – pupils and staff work as a team to meet common goals
- Adaptive – curriculum & teaching is bespoke
- Aspirational – working towards the best outcomes for all pupils
- Preparation for Life – teaching for life, not to exams
- Love of Learning – inspiring curiosity, passion & habits for life

These curriculum aims are underpinned by our values:

- Kindness: forgiveness, gentleness and empathy.
- Collaboration: inclusion, patience and community.
- Courage: perseverance, resilience, honesty and loyalty.
- Spirit: enthusiasm, joy, curiosity, gratitude, hope and reflection.
- Respect: courtesy, fairness and trust.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, 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 governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Head

The head 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 governing board
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.4 Deputy Head (Academic)

The Deputy Head (Academic) is responsible for ensuring that this policy is adhered to, and that:

- Each department provides up to date curriculum documentation including Schemes of Work, Development Plans and Resources
- They manage requests to withdraw children from curriculum subjects, where appropriate
- Delivery of the curriculum is being effectively overseen and managed by Heads of Department

3.5 Head of Lower Prep

The Head of Lower Prep is responsible for ensuring that this policy is adhered to, and that:

- Delivery of the Lower Prep curriculum is being effectively overseen and managed
- Delivery of the EYFS curriculum is being effectively overseen and managed in accordance with the EYFS policy

3.6 Heads of Department

- Heads of Department are responsible for ensuring that:
- Schemes of work are up to date and available on the School portal
- Monitoring the quality of teaching in their department

4. Organisation and planning

4.1 Structure of the School

EYFS	Nursery 1	EYFS curriculum working towards Early Learning Goals
	Nursery 2	
	Reception	
Lower Prep	Year 1	Year 1-8 Curriculum working towards Common Entrance
	Year 2	
	Year 3	
	Year 4	
Upper Prep	Year 5	
	Year 6	

	Year 7	
	Year 8	

4.2 Lesson Allocations

Figures given are hours per week

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Art	1	1	1	1	1	1.5	1	2
Design & Technology			1	1	1	1.5	1	2
Digital Skills	1	1	1	1	0.5	0.5	0.5	0.5
Critical Thinking			0.5	0.5	1	1	0.5	0.5
Drama	1	1	1	1	1	1	1	1
English*	5	5	5	5	5	4	3.5	3.5
French*	0.5	0.5	1	1	1.5	1	1.5	1.5
Geography*				1	1	1.5	1.5	1.5
History*				1	1	1.5	1.5	1.5
Humanities	1	1.5	2					
Latin*					1	1	1.5	1.5
Maths*	5	5	5	5	5	4	3.5	3.5
Music	1	1	1	1	1	1	1	1
Physical Education	1	1	1	1	1	1	1	1
Science*	1	1	1	1.5	2	2	4.5	4.5
Theology, Religion & Philosophy*	0.5	0.5		1	1	1	1	1
Y7-8 Option (Art, Music, DT, Drama)							0.5	0.5

*Examined

4.3 Curriculum Planning and Documentation

Each Head of Department is responsible for the development and maintenance of Schemes of Work within their subject area. These schemes ensure progression, continuity, and appropriate coverage of the curriculum across all year groups.

An overview of each subject's curriculum can be found in the [Year 1–8 Curriculum Maps](#). Full Schemes of Work are available to staff via the **Orwell Park School Portal** and are reviewed regularly to reflect best practice and any changes to national or internal curriculum priorities.

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

4.4 Independent Study

Pupils in the Upper Prep (Year 5 and above) are encouraged to start to take an independent and responsible approach to their independent study. This managed through the school's ASPIRE activities program. As part of this, they choose a

set number of compulsory academic activity slots in which to complete their assigned work and improve their study skills.

	Compulsory Weekly Work	Timings
Year 5	Maths, English, VR/NVR	30 minutes prep task + 15 ATOM
Year 6	Maths, English, Science	3 x 30 minute prep tasks
Year 7	Maths, English, Science	3 x 30 minute prep tasks
Year 8		3 x 30 minute prep tasks

These compulsory preps are enhanced by a range of recommended and optional suggestions. Please see the full schedule [here](#). An example of the optional preps laid out in each term's prep menu can be seen [here](#).

The academic activity slots include the following:

- Supervised study
- Supported Study (Maths/English/Science)
- Study Skills
- Academic/Art/Drama/DT/Music scholarship session
- Spanish/Classical Greek
- Brain Games

5. Beyond the Curriculum

5.1 Relationships and Health Education (Primary Schools)

At Orwell Park School, Relationships and Health Education is a vital part of the wider curriculum and contributes significantly to pupils' personal development. The programme helps children to understand the importance of friendship, kindness, respect, and emotional wellbeing. Through Life Skills lessons, tutor time, and informal discussions, pupils are supported in building healthy relationships and developing confidence in expressing their feelings. Assemblies, special events, and visiting speakers further enrich this learning, ensuring pupils are well-prepared for the challenges of growing up.

5.2 Spiritual, Moral, Social and Cultural Development

The curriculum at Orwell Park is designed to support pupils' spiritual, moral, social, cultural, and physical development. This is evident from the Early Years, where the learning environment is carefully structured to help our youngest children develop curiosity, empathy, and independence as they prepare for Key Stage 1. Across the school, SMSC development is woven into every subject area, encouraging pupils to reflect on their values, consider ethical questions, respect different cultures and beliefs, and engage positively with others. Pupils also take part in charitable initiatives and community involvement, strengthening their sense of social responsibility. For further information, our SMSC Policy outlines this in more detail.

5.3 British Values

Promoting fundamental British Values is an integral part of life at Orwell Park. Through all subjects and school life, pupils are taught about democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These principles are explored and reinforced in Life Skills lessons, assemblies, special events, and visits from guest speakers. Pupil voice is also strongly encouraged through initiatives such as the School Council and Pupil Academic Focus Group. These opportunities allow children to practise democracy in action and help prepare

them for the responsibilities and opportunities of life in modern British society. Further details of how FBV are explored in each subject can be found in each department's handbook.

6. 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum 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 SEND policy.

7. Monitoring arrangements

Heads of Department monitor the way their subject is taught throughout the school by:

- Department meetings, learning walks, book scrutinies, etc.
- Data analysis
 - Termly NTS for Y1-6 in Maths & English
 - Termly Quest assessments for Y3-8 in Maths & English
 - Termly internal assessments for all examined subjects for Y3-8

Heads of department also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year Deputy Head (Academic) and OPS Education Governance Team (including OPS Education Governor). At every review, the policy will be shared with the OPS Governing Committee.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Teaching & Learning Policy
- More Able Children Policy
- English as an Additional Language Policy