



# Curriculum Policy

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**Version 1.2**

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# Curriculum Policy

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

## 1 AVAILABILITY OF THE POLICY (REG 33(B))

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This policy is available to all parents and carers:

- On the school website: [www.daffodilprepschool.org.uk](http://www.daffodilprepschool.org.uk)
- In printed form upon request from the school office

## 2 INTRODUCTION

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At Daffodil Preparatory School, our curriculum is designed to provide a broad, balanced, and stimulating education that equips pupils with the knowledge, skills, and values they need to succeed in life. We aim to promote the intellectual, physical, social, moral, spiritual, and emotional development of every child, enabling them to achieve their full potential within a supportive and nurturing environment.

Our curriculum reflects the values and ethos of the school and is built upon the principles of inclusivity and equality of opportunity. It is designed to ensure that every pupil, regardless of background, ability, or need, can access meaningful learning experiences that challenge, inspire, and prepare them for the next stage of their education and beyond.

This approach is consistent with the **Independent School Standards Regulations (ISSRs)** and the expectations of **Ofsted**, which require schools to provide a curriculum that is rich, engaging, and promotes the active development of **British Values**, including democracy, respect, tolerance, and responsibility.

## 3 AIMS AND OBJECTIVES

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- **Broad and Balanced Curriculum:** To provide a comprehensive curriculum that includes a wide range of subjects, giving students a well-rounded education that prepares them for future learning.

- **Child-Centered Approach:** To tailor the curriculum to meet the needs of each individual child, ensuring that learning is relevant, engaging, and meaningful.
- **Promote Achievement:** To set high expectations and support students in making excellent progress in all areas of learning.
- **Personal Development:** To support the personal, social, and emotional development of each child, building positive attitudes towards learning and encouraging respect for others.
- **Inspire Creativity:** To encourage curiosity, creativity, and critical thinking in every subject area.

The School Curriculum Statement is reviewed annually.

Each year, the School Curriculum Priorities are set out in the School Development Plan. The School Staffing Structure, Ofsted SEF and School Profile are updated regularly, as well as the Teaching and Learning Policy and details of time allocations for each subject.

The school is committed to provide a broad and balanced curriculum for all children which:

- promotes their spiritual, moral, social, cultural, mental and physical development;
- prepares them for the opportunities, responsibilities and experiences of adult life.

## 4 CURRICULUM STRUCTURE

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At Daffodil Preparatory School, we offer a curriculum that is aligned with the National Curriculum for England, but with an emphasis on developing skills that are essential for lifelong learning and citizenship. The curriculum is organized as follows:

- **Key Stage 1 (Year 1 and Year 2):**
  - The curriculum includes:
    - English (Reading, Writing, Spelling, Punctuation, and Grammar)
    - Mathematics
    - Science
    - History
    - Geography
    - Art and Design
    - Design and Technology
    - Computing
    - Physical Education
    - Religious Education
    - Personal, Social, Health, and Relationship Education (PSHRE)
    - Modern Foreign Language (Arabic)
    - Qur'an Studies
    - Arabic Language
- **Key Stage 2 (Year 3 to Year 6):**
  - The curriculum continues to build on the foundation laid in Key Stage 1, with the addition of:
    - English (with more in-depth focus on writing, reading comprehension, and vocabulary development)
    - Mathematics (including problem-solving and reasoning)
    - Science
    - History

- Geography
- Art and Design
- Design and Technology
- Computing
- Physical Education
- Religious Education
- Personal, Social, Health, and Relationship Education (PSHRE)
- Modern Foreign Language
- Citizenship and PSHRE topics
- Qur'an Studies
- Arabic Language

## 5 APPROACH TO TEACHING AND LEARNING

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Our teaching and learning approach is child-centered and rooted in a belief that all students can succeed when given the right support and challenges. We emphasize:

- **Active Learning:** Children learn best when they are actively engaged in their learning. Lessons incorporate a range of activities, including group work, discussions, hands-on activities, and individual research.
- **Differentiation:** We cater to the diverse needs of our students by differentiating tasks to challenge all abilities. This ensures that every child can make progress at their own pace.
- **Inclusive Education:** We provide tailored support to students with special educational needs and disabilities (SEND) and ensure that all children have equal access to the curriculum.
- **Assessment for Learning:** Ongoing assessment is integral to our teaching. Teachers use formative assessments (e.g., questioning, observations, quizzes) to inform future planning and provide targeted support to students who need it.
- **Collaboration:** We encourage a collaborative learning environment where children learn from each other and from the teacher, valuing teamwork and peer support.

## 6 CURRICULUM PLANNING

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Curriculum planning at Daffodil Preparatory School is a dynamic and ongoing process. We plan our curriculum to:

- Ensure a clear progression of knowledge and skills across all subjects.
- Meet the specific needs of our students, with flexibility to adapt to new developments in education.
- Include cross-curricular links where appropriate to make learning more meaningful and relevant to students.

Plans are created to outline the objectives for each subject and year group. These plans are reviewed regularly to ensure that the curriculum remains engaging and relevant.

- a. Inclusion

Teachers set high expectations for all pupils. They 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 plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers 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 language, and to support pupils' access in all subjects.

#### b. Intervention

Individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place ▪ All interventions are time bonded and data driven

Interventions are evaluated and relevant adjustments are made;

- Pupil Progress/ Year group meetings take place termly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required

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

## 7 ASSESSMENT AND REPORTING

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We believe that assessment should support learning and inform future teaching.

- **Formative Assessments:** Teachers regularly assess students' understanding through questioning, class activities, and observations.
- **Summative Assessments:** At the end of each term, formal assessments are used to evaluate students' progress. Results are shared with parents during parent-teacher meetings.
- **Tracking Progress:** Students' progress is tracked throughout the year, and appropriate interventions are provided for those who need extra support.

## 8 EXTRA-CURRICULAR ACTIVITIES

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We provide a wide range of extracurricular activities to enhance students' learning experience and promote personal development. These include:

- After-school clubs (e.g., debate, homework)
- Educational trips and visits
- Competitions (e.g., sports day, spelling bees, etc.)

- Leadership opportunities (e.g., student council, peer mentoring)

## **9 PARENTAL INVOLVEMENT**

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We value the partnership between school and home and encourage active involvement from parents. Parents are kept informed through:

- Regular newsletters and updates
- Parent-teacher meetings
- Open days and workshops
- Opportunities to contribute to school events and activities

## **10 REVIEW AND EVALUATION**

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The curriculum is regularly reviewed to ensure it meets the needs of our students and reflects the school's values. The Senior Leadership Team (SLT) and subject leaders monitor the effectiveness of the curriculum, gathering feedback from students, parents, and staff. Adjustments are made based on this feedback and developments in educational practice.

## **11 CONCLUSION**

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The curriculum at Daffodil Preparatory School is designed to provide a rich and varied educational experience for every student. We are committed to building a love of learning, encouraging curiosity, and providing all students with the tools they need to succeed both academically and personally. Through continuous support, challenge, and enrichment, we aim to equip our students with the knowledge, skills, and values they need to thrive in an ever-changing world.

This policy is reviewed annually and updated as needed to reflect changes in legislation, school priorities, and educational best practice.

# 12 DAFFODIL PREPARATORY SCHOOL CURRICULUM: INTENT, IMPLEMENTATION, AND IMPACT (KS1 AND KS2)

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## 1. Intent

The intent of our curriculum is to ensure that all children receive a well-rounded, high-quality education that prepares them for future academic success, personal development, and active citizenship. Each subject is designed to encourage a love for learning, encourage curiosity, and provide children with the knowledge and skills needed to thrive in a rapidly changing world.

### Key Stage 1 (KS1)

- **English**
  - **Intent:** To develop strong literacy skills in reading, writing, and speaking and listening. Students will engage with a variety of texts to develop their vocabulary, comprehension, and writing ability.
  - **Implementation:** A structured phonics program (e.g., Letters and Sounds), guided reading sessions, and regular writing exercises focused on narrative, instruction, and information texts.
  - **Impact:** Through formative assessments such as guided reading observations, spelling tests, and writing tasks, we measure the students' progress in reading, writing, and phonics, with targeted interventions provided when necessary.
- **Mathematics**
  - **Intent:** To develop mathematical fluency and problem-solving skills. Students will gain an understanding of key concepts such as addition, subtraction, multiplication, division, and measurement.
  - **Implementation:** A mastery approach to teaching, with concrete, pictorial, and abstract methods being used to help students grasp mathematical concepts. Regular practice with problem-solving and reasoning tasks.
  - **Impact:** Formative assessments, such as math quizzes, observation of mental math skills, and assessments of problem-solving abilities, ensure that students make steady progress. Results guide future lesson planning and intervention.
- **Science**
  - **Intent:** To encourage curiosity and a scientific mindset, encouraging children to ask questions, explore the world around them, and develop an understanding of key scientific concepts.
  - **Implementation:** Hands-on experiments, investigations, and inquiry-based learning activities that focus on biology, physics, and chemistry. Clear links to real-world applications of science.
  - **Impact:** Assessment through practical investigations, teacher observations, and end-of-unit tests ensure that students understand scientific concepts and can apply them in new situations.
- **PSHRE (Personal, Social, Health, and Relationship Education)**
  - **Intent:** To develop students' understanding of themselves, their relationships with others, and how to be responsible citizens. Key topics include emotions, friendships, health, and understanding different cultures.
  - **Implementation:** Discussion-based activities, role-playing, and projects that allow students to explore social issues in a supportive environment.

- **Impact:** Formative assessments are carried out through teacher observations of student interactions, group discussions, and their ability to reflect on their learning.
- **Religious Education (RE)**
  - **Intent:** To develop students' understanding of different faiths and religions, promoting respect and understanding of cultural diversity.
  - **Implementation:** Teaching about key world religions, including Christianity, Islam, and others, through stories, discussions, and activities.
  - **Impact:** Assessment through reflection on learning, written tasks, and discussions ensures that students have an understanding of key religious concepts and are able to appreciate cultural differences.
- **Qur'an Studies**
  - **Intent:** To develop students' understanding of the Qur'an's teachings and its importance in their daily lives.
  - **Implementation:** Weekly sessions focused on learning key verses, their meanings, and their moral and spiritual significance.
  - **Impact:** Assessments through memorization of verses, written reflections, and teacher observations help track progress.
- **Arabic Language**
  - **Intent:** To introduce children to the Arabic language, enabling them to read, write, and speak basic Arabic, with a focus on vocabulary, sentence structure, and cultural context.
  - **Implementation:** Structured lessons using visual aids, songs, and interactive activities to develop basic language skills.
  - **Impact:** Regular assessments of vocabulary acquisition, speaking, and writing skills help gauge progress.

## Key Stage 2 (KS2)

- **English**
  - **Intent:** To enhance students' ability to read and write fluently, with a focus on higher-level comprehension, grammar, and creative writing.
  - **Implementation:** A balance of independent reading, group reading activities, writing tasks, and grammar lessons. Students will also engage in creative writing and develop their understanding of literary techniques.
  - **Impact:** Assessment through written tasks, reading comprehension exercises, and oral presentations. Regular formative assessments guide future planning.
- **Mathematics**
  - **Intent:** To deepen students' mathematical understanding, with a focus on reasoning, problem-solving, and mental math.
  - **Implementation:** A mastery approach is continued, with a focus on key areas such as fractions, decimals, geometry, and measurement. Problem-solving and reasoning tasks are integrated into lessons.
  - **Impact:** Assessment is carried out through unit tests, problem-solving activities, and regular mental math checks. Teacher feedback informs ongoing development.
- **Science**
  - **Intent:** To expand students' understanding of scientific concepts and engage them in more complex investigations.

- **Implementation:** Experiments, investigations, and project-based learning focusing on more advanced topics in biology, chemistry, physics, and earth sciences.
- **Impact:** Formative assessments, practical assessments, and final projects help track progress, with clear targets for improvement.
- **PSHRE (Personal, Social, Health, and Relationship Education)**
  - **Intent:** To develop students' emotional intelligence, empathy, and awareness of societal issues, including topics such as relationships, health, and personal responsibility.
  - **Implementation:** Interactive lessons that encourage open discussions, problem-solving, and group work to explore key topics.
  - **Impact:** Assessments through discussions, written reflections, and observation of social skills.
- **Citizenship and PSHRE**
  - **Intent:** To develop an understanding of citizenship, rights, and responsibilities in society.
  - **Implementation:** Teaching of democratic values, law, ethics, and global awareness through discussions and project work.
  - **Impact:** Formative assessments through projects, role-plays, and written work on social issues help track progress in students' understanding of citizenship.
- **Religious Education (RE)**
  - **Intent:** To deepen students' understanding of world religions and promote respect for religious diversity.
  - **Implementation:** Exploring major world religions in greater depth, discussing key concepts, traditions, and beliefs.
  - **Impact:** Assessment through research projects, discussions, and written tasks ensures an understanding of religious diversity.
- **Qur'an Studies**
  - **Intent:** To build on students' understanding of the Qur'an and its moral and spiritual teachings.
  - **Implementation:** In-depth study of key surahs and verses, their interpretations, and relevance to daily life.
  - **Impact:** Assessment through memorization, written reflections, and discussions of Qur'anic teachings.
- **Arabic Language**
  - **Intent:** To further students' skills in reading, writing, and speaking Arabic, with a focus on grammatical structures and sentence construction.
  - **Implementation:** More advanced lessons that incorporate writing short texts, conversations, and understanding complex grammatical structures.
  - **Impact:** Assessment through speaking, listening, and writing tasks to track progress.

## 13 OVERALL IMPACT

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At Daffodil Preparatory School, we measure the success of our curriculum through ongoing formative assessments, end-of-unit tests, and teacher observations. Each subject's impact is assessed by tracking individual progress, identifying areas for improvement, and providing targeted support where necessary. We celebrate academic achievements, personal growth, and

positive contributions to the school community, ensuring that each child develops the knowledge, skills, and attitudes necessary for lifelong learning.