



Curriculum Policy

This Policy, supported by appropriate Schemes of Work in each subject, aims to provide fully for Durlston Court pupils aged from 2 to 16+, by giving them experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Curriculum content ensures that subject matter is appropriate for the ages and aptitudes of our pupils (please see Curriculum Booklets for further details). Where a Durlston pupil is deemed to have Special Educational Needs and/or Disabilities, including those with an EHC plan, education will be provided for that pupil which fulfils the requirements of those needs.

The Curriculum aims to enable pupils to acquire skills in speaking and listening, literacy and numeracy.

Discrete Personal, Social and Health Education (PSHE) lessons are delivered which reflect the school's aims and ethos and encourage respect for other people, paying particular regard to the protected characteristics of the 2010 Equality Act; namely: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation (please see PSHE Policy for further details).

All pupils at Durlston are provided with the opportunity to learn and make progress.

The Curriculum prepares pupils for the opportunities, responsibilities and experiences of life in British society and does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Appropriate careers and Higher Education guidance are offered to pupils (please see Careers & 'Next steps in education' Guidance Policy for further details).

Early Years Foundation Stage (EYFS) Curriculum Policy

The principles of the EYFS Framework are fully embedded within planning for Kindergarten and Reception years. As such, curriculum content is flexible and always follows the interests of the children. Key annual events and seasonal changes are also included as cornerstones of learning.

Positive adult relationships are at the heart of our provision. Each child is assigned a key worker who takes day to day responsibility for their well-being and progress. Activities are carefully planned to encompass the seven areas of learning outlined in Development Matters, namely:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The characteristics of effective learning are recognised as crucial elements of child development within Early Years and beyond, and these underpin the curriculum areas outlined above. Opportunities for playing and exploring, active learning, creativity and critical thinking are therefore maximised. The need for a secure emotional base is also central to our provision; all staff are mindful of the long-established Pre-Prep motto, 'Happiness first, everything else follows'.

The Early Years environment, both indoor and outdoor, is recognised as vital to enable learning. Each element of the setting is therefore designed with an understanding of how children learn best. The set up is changed weekly (and often daily) in order to promote fresh opportunities to extend learning.

Progress within the curriculum is monitored termly using a 'best fit' approach within the Development Matters age/stage tracker. This is vital in helping with the early identification of pupils with Special Educational Needs. At the end of Reception, children are assessed against the seventeen Early Learning Goals within the EYFS Profile; these define whether a Good Level of Development has been achieved. Where children are still working towards this at the end of Reception, the early part of the Year 1 curriculum continues to follow the EYFS principles in order to ensure that the necessary milestones are achieved and that there is a smooth transition between key stages.

The home-school partnership is placed at the heart of Early Years provision and

there are multiple opportunities for parents and staff to discuss and celebrate learning and progress. Parental contributions are recognised as a vital part of each child's learning journey.

Reviewed by the Board of Governors: June 2023

To be reviewed by the Board of Governors: June 2026