

Leicester Preparatory School

Curriculum Policy

Date: September 2026

Date to be reviewed: September 2027

CURRICULUM POLICY

1. Curriculum aims

Our curriculum aims/intends to:

Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

Vision and Values

Members of Leicester Preparatory School believe and strive to deliver the following 3 statements as a vision of the education we provide:

Inspiring Academic Ambition

Each child is driven to achieve their full potential, no matter their ability.

Unlocking Individual Pupil's Potential

Each child is instilled with a sense of creativity and curiosity to try, develop a passion and given support to succeed.

Sense of belonging

Each child is valued within our school community to develop their health, happiness, and motivation.

To ensure our school is an environment where children and staff can thrive, we all adhere to the school values:

Learn and respect

School is for learning, respect within a community is paramount.

Prepare

Preparation for life and developing responsibility.

Safe

Through behaviour of staff and pupils, safety is continuously promoted, including safeguarding.

These vision and values underpin our Curriculum and form the very foundations of our school.

Rationale

Children at Leicester Preparatory School are engaged in a curriculum based on traditional excellence. Our children and families come to us because they have high aspirations for the future and trust us to prepare them for entrance to the senior school of their choosing.

It is through our aims that we develop each child's academic potential. However, we also aspire towards personal development so that our pupils are prepared for a world requiring them to be adaptable, critical thinkers.

LPS pupils are engaged in the learning of languages as a key aspect of their development. All children learn French from years 1-6. Lower and Upper School are taught Mandarin.

We value the diversity of individuals within our school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or ability. Our curriculum is designed to reflect the diversity of our school and society.

As a school we support and promote the British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs. This is in line with Prevent Duty (2015).

Aims/Intent

Leicester Preparatory School aims to…

- Encourage pupils to develop an enquiring mind; ask questions, search for answers, draw conclusions and discuss outcomes.
    - This is promoted through the use of a mastery approach, especially in mathematics, and developmental, higher order questioning as exemplified in Bloom's Taxonomy. We want our children to develop life-long learning attributes.
- Encourage pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.
    - We achieve this by developing the roles and responsibilities that pupils take on within school and by providing a range of opportunities for them to perform, participate in public recitation, sing and take part in musical performances. Celebration assemblies provide an important opportunity to recognise and celebrate pupils' achievements, helping to build confidence, self-esteem and a sense of pride in their accomplishments.
- Cultivate a desire within our pupils to protect and care for the environment and contribute positively to the local community of which they are members.
- Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate the joy and pleasure of taking part.
- In reference to our school values, we promote a sense of belonging and as such children learn to appreciate their successes and celebrate the successes of others. They learn that everyone is different and we all have strengths in different areas. Children have access to enriching experiences where they all have an opportunity to shine.
- Provide a variety of extra-curricular activities from which the children may select, benefit and broaden their skills.
- Provide a broad and balanced curriculum to the highest possible standard of education for all children within our care through focussing on positive strengths, encouraging independent and collaborative learning and the development of higher order skills that will enable them to lead full, caring and active lives.

- Build a partnership with parents so that they feel involved in their child's education, as well as being able to approach staff for help and advice.
- Keep all stakeholders and members of the school community informed through regular discussions, newsletters, information events and to gain their views and opinion through regular feedback/surveys.
- Develop our children's awareness of the diverse nature of society by explaining the richness of inclusion.

Implementation – How the Curriculum is delivered.

Our curriculum offers balanced expectations as reflected in the National Curriculum 2014 and an all-encompassing range of experiences allowing our children to flourish. It also considers the aims of our children and families when looking towards the 11+ and private secondary school entrance exams.

We consider the physical design of our school premises and ensure that to achieve breadth our children are regularly taken off-site to the swimming pool and equestrian Centre. Our children experience the wonder of the natural world through regular visits to local nature parks in Leicester, such as Brock's Hill Country Park. Termly trips off site to the theatre and museums/galleries and adventure parks enhance and compliment the curriculum.

Thoughtful and in-depth consideration of the learning sequence and aims for the children takes place at the Medium Term Planning stage. This level of planning ensures the curriculum remains dynamic, responsive and adapts to the context of the school and children's needs. Teachers look to combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. Children will be clear not only about what they are learning, but also how and why they are learning it. This means that at LPS our pupils value the need for high expectations, develop transferable skills and can demonstrate a breadth of vocabulary.

Our Feedback and Marking Policy is visible in action during the learning so that progress within each lesson is clear and evident. Marking is not seen as separate to learning but is an integral and meaningful element so that children are engaged in their own learning. We want our children to be deeply connected to their learning and to have a clear understanding of their strengths and areas for development.

Impact – What does this mean for our children?

- We place our pupils at the centre of our curriculum. Teachers consider with great care what meaningful experiences we craft for the children and how we can make the most of each element.
- We strive to produce children who must and can, think for themselves, be resilient and face challenges with strategies to overcome and progress.
- The Senior Leadership Team have developed a system of rigorous, triangulated monitoring throughout the year to gauge the impact of the curriculum. SLT monitor individual subjects on rotation, review learning, evaluate pupil voice and provide teacher feedback to move practice forward, celebrate positives and highlight areas for development.
- Our whole school team strengthens our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.

- We don't confuse coverage with progress when assessing. Learning is measured through ongoing formative assessment. Small class sizes mean that staff develop strong relationships with pupils and have a very clear and informed vision of their progress. We use end of unit assessments in core subjects, to support ongoing teacher assessment. Assessment is also supported using standardised testing. This enables us to evaluate our curriculum impact beyond our school environment but to measure our provision against national statistics.
- Our pupils are self-directed in demonstrating their learning through self-review approaches. Children have freedom to demonstrate their knowledge, skills and understanding in their preferred style. This approach also enables teachers to gain valuable insight into their pupils beyond that which is seen in day-to-day lessons.

2. Legislation and guidance

This policy reflects the requirements for independent schools to provide a broad and balanced curriculum as per the National Curriculum programmes of study which we have chosen to follow in the majority of subjects.

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,

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 Headmaster

The headmaster 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.

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.

4. Organisation and Planning

The curriculum at Leicester Preparatory School is organised and delivered to ensure that all pupils receive a broad, balanced, ambitious and appropriately challenging education.

Curriculum planning ensures that knowledge and skills are coherently sequenced, allowing pupils to build upon previous learning and prepare for the next stage of their education.

4.1 Curriculum Planning

Teachers use a combination of long-term, medium-term, and weekly to ensure appropriate curriculum coverage, progression and consistency.

Long-Term Planning

Long-term planning provides an overview of the curriculum across the academic year.

It identifies:

- Subjects and topics to be taught
- Key knowledge and skills
- Curriculum coverage
- Progression across the year
- Long-term plans help teachers ensure that learning is appropriately sequenced and that pupils build upon their previous knowledge and experiences.

Medium-Term Planning

Medium-term planning identifies the sequence of learning within individual subjects and units.

Teachers consider what pupils should know, understand and be able to do by the end of each unit.

Medium-term plans remain flexible so that teachers can respond to assessment information and the needs of individual pupils and classes.

Weekly Planning

Weekly planning translates curriculum intentions into individual lessons and learning experiences.

Teachers identify:

- Learning objectives
- Success criteria
- Teaching and learning activities
- Opportunities for assessment
- Appropriate support and challenge
- Adaptations for individual pupils
- Opportunities to review and consolidate previous learning

Teachers use their professional judgement and ongoing assessment to adapt weekly planning where necessary.

Cross-Curricular Planning

Where appropriate, teachers make meaningful links between different curriculum subjects.

Cross-curricular learning provides opportunities for pupils to apply knowledge and skills in different contexts and recognise connections between areas of learning.

Links should be purposeful and enhance pupils' understanding while maintaining the integrity, knowledge and skills of each individual subject.

4.2 Curriculum Schemes, Programmes and Resources

Leicester Preparatory School uses a range of agreed schemes, programmes and resources to support curriculum planning and delivery.

Published schemes provide teachers with structure and progression but do not replace professional judgement. Teachers are expected to select, adapt and supplement resources according to the needs, abilities and prior knowledge of their pupils.

Key Stage 1

Subject	Main Schemes / Resources
English	EdShed, Twinkl, Read Write Inc.
Mathematics	White Rose Maths
Science	Twinkl
History	Twinkl
Geography	Twinkl
Religious Education (RE)	Twinkl
Music	Charanga
Computing / IT	Teach Computing, Digital Task Academy, Oak academy
Art and Design	Multiple appropriate sources and resources
Mandarin	Confucius Institute
PSHE	Jigsaw
Modern Foreign Languages	Twinkl
Physical Education (PE)	Enterprise and multiple appropriate sources
Swimming	School swimming programme

Key Stage 2

Subject	Main Schemes / Resources
English	EdShed, Galore Park, Twinkl
Mathematics	White Rose Maths, Galore Park, Oak Academy
Science	Twinkl
History	Twinkl/Oak academy
Geography	Twinkl/Oak academy
Religious Education (RE)	Twinkl
Music	Charanga
Computing / IT	Teach Computing, Digital Literacy resources, Oak Academy
Art and Design	Multiple appropriate sources and resources
Mandarin	Confucius Institute
PSHE	Jigsaw
Modern Foreign Languages	Twinkl
Physical Education (PE)	Enterprise and multiple appropriate sources
Swimming	School swimming programme

Teachers may use additional high-quality resources where these enhance learning and are appropriate to the school's curriculum intent.

4.3 Teaching and Learning

Expectations of High-Quality Teaching

Leicester Preparatory School has high expectations for the quality of teaching and learning.

Teaching should be purposeful, engaging and appropriately challenging and should enable pupils to make progress from their individual starting points.

High-quality teaching should include:

- High expectations for all pupils
- Clear learning objectives and success criteria
- Secure subject knowledge
- Clear explanations and instructions
- Effective teacher modelling
- Purposeful questioning
- Opportunities for discussion
- Regular checking of pupils' understanding
- Appropriate levels of challenge
- Support and scaffolding where required
- Opportunities for independent and collaborative learning
- Development of subject-specific vocabulary
- Opportunities to practise and apply learning
- Effective assessment and feedback
- Appropriate adaptations to meet individual needs
- Opportunities for pupils to recall and build upon previous learning

Pedagogy

Teachers use a range of appropriate pedagogical approaches according to the subject, learning objective and needs of their pupils.

Teaching builds upon pupils' prior knowledge and provides opportunities to recall, practise, apply and deepen learning.

Teachers encourage pupils to become increasingly independent, resilient, curious and confident learners.

Pupils are encouraged to ask questions, investigate, solve problems, explain their thinking and learn from mistakes.

Questioning

Effective questioning is an important element of teaching and learning.

Teachers use questioning to:

- Recall previous learning
- Check pupils' understanding
- Identify misconceptions
- Encourage pupils to explain their thinking
- Develop reasoning
- Introduce and reinforce vocabulary
- Encourage discussion
- Extend and deepen thinking
- Assess learning and inform next steps

Teachers provide appropriate opportunities for all pupils to participate and respond.

Modelling and Explaining

Teachers use clear explanations and effective modelling to introduce new knowledge, concepts, vocabulary, skills and processes.

Modelling may include:

- Demonstrating a task or process
- Providing worked examples
- Modelling appropriate vocabulary
- Thinking aloud
- Demonstrating how to solve a problem
- Sharing examples of successful outcomes

Teachers regularly check pupils' understanding and address misconceptions before moving learning forward.

4.4 Personal Development

Personal development is an integral part of the curriculum and wider life of Leicester Preparatory School.

We aim to develop pupils who are confident, respectful, responsible, resilient and prepared for their next stage of education and life in modern Britain.

PSHE

Personal, Social, Health and Economic Education is delivered primarily through the Jigsaw programme, alongside opportunities throughout the wider curriculum and school life.

PSHE supports pupils' understanding of:

- Relationships
- Physical and emotional health
- Wellbeing
- Feelings and emotions
- Respect
- Responsibilities
- Making appropriate choices

- Keeping themselves and others safe

Fundamental British Values

The school actively promotes the Fundamental British Values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are embedded through curriculum learning, PSHE, assemblies, pupil responsibilities and everyday school life.

Citizenship

Pupils learn about their responsibilities within their class, school, local community and wider society.

They are encouraged to:

- Contribute positively to school life
- Express their views appropriately
- Listen to and respect others
- Understand rules and responsibilities
- Appreciate different cultures, beliefs and experiences
- Care for their school, community and environment

Online Safety

Online safety is taught through Computing, PSHE and other appropriate curriculum opportunities.

Pupils learn to:

- Use technology safely and responsibly
- Protect personal information
- Communicate respectfully online
- Recognise inappropriate or unsafe content and behaviour
- Understand that information online may not always be reliable
- Know when and how to seek help from a trusted adult

Wellbeing – Toast and Talk

Toast and Talk provides regular opportunities for pupils to communicate with one another and adults in a positive and supportive environment.

These sessions support pupils' emotional and social development by providing opportunities to:

- Talk and share
- Listen to others
- Develop positive relationships

- Discuss feelings
- Develop confidence
- Build communication and social skills
- Develop a sense of belonging within the school community

Wider Opportunities

The school recognises that pupils' personal development extends beyond formal classroom learning.

Pupils are provided with wider opportunities that may include:

- Educational visits and trips
- Extra-curricular clubs
- Swimming
- Sport and physical activity
- Music
- Performances and assemblies
- Competitions
- Pupil leadership and responsibilities
- Community activities
- Cultural experiences
- Outdoor learning
- Enrichment activities
- Opportunities to represent the school

These experiences help pupils develop confidence, independence, resilience, teamwork, responsibility and a strong sense of belonging.

4.5 Enterprise Curriculum

Enterprise education is an important part of the curriculum at Leicester Preparatory School. It provides pupils with purposeful opportunities to develop the knowledge, skills, attitudes and personal qualities that support independence, confidence and preparation for later life.

Through age-appropriate enterprise activities and projects, pupils are encouraged to identify needs, generate and develop ideas, make decisions, solve problems and evaluate outcomes. Pupils learn that successful outcomes often require planning, creativity, perseverance, teamwork and the ability to respond positively to feedback.

Enterprise learning provides opportunities for pupils to develop:

- Creativity and innovation
- Problem-solving and decision-making
- Communication and presentation skills
- Teamwork and collaboration
- Leadership and responsibility
- Planning and organisation
- Resilience and perseverance
- Financial awareness and an age-appropriate understanding of money and value
- Confidence in sharing, developing and evaluating ideas

Enterprise activities may be taught through Design and Technology, Mathematics, English, PSHE and other curriculum areas, as well as through cross-curricular projects, events and wider school opportunities. Where appropriate, pupils may respond to a brief or customer need, design or create a product or service, consider resources and costs, promote their ideas and reflect on the effectiveness of the final outcome.

The Enterprise Curriculum supports the school's wider aims of developing confident, responsible and adaptable pupils who can apply their learning in meaningful contexts. It also contributes to pupils' personal development by encouraging initiative, independence, collaboration and a positive attitude towards challenge.

4.6 EYFS

The Early Years curriculum is planned and delivered in accordance with the school's EYFS Policy and the relevant statutory framework.

The EYFS Policy should be read alongside this Curriculum Policy for further information regarding the organisation, planning and delivery of the Early Years curriculum.

7. Links with Other Policies

This Curriculum Policy should be read alongside relevant school policies and procedures, including:

- EYFS Policy
- Assessment Policy
- SEN/SEND Policy
- Equality Policy
- Feedback and Marking Policy
- Teaching and Learning Policy, where applicable
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- PSHE/RSE Policy
- Educational Visits Policy, where applicable