

Curriculum Policy - Prep School

Co-educational Independent Boarding and Day School

Wycliffe College

September 2025

Key author	Deputy Head (Academic)(Prep)
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Related Policies	<ul style="list-style-type: none">• Curriculum Plan• SEND Policy• English as an Additional Language Policy• Literacy Strategy• Numeracy Strategy

1. Purpose

The purpose of this policy is to outline the curriculum provision at Wycliffe Prep School for children aged 3 to 13. A key aim of the curriculum is to ensure that all pupils are supported and encouraged to achieve their full academic, spiritual, physical, and creative potential.

Our curriculum is carefully structured to promote the holistic development of every learner. It provides a broad, balanced, and engaging programme of study that fosters intellectual curiosity, critical thinking, creativity, and a lifelong love of learning. Through a rich and varied curriculum, pupils are equipped with the knowledge, skills, and values necessary to meet the challenges of an ever-evolving world.

This curriculum plays a central role in fulfilling our educational vision. It helps promote a pioneering spirit, encouraging individuals to flourish and to embrace their futures as confident, compassionate, and responsible global citizens. By nurturing resilience, independence, and a strong moral compass, we aim to inspire every pupil to realise their full potential and make a positive contribution to the world around them.

2. Aims

We aim to provide a broad and balanced curriculum that equips our children with the skills and knowledge necessary to excel in the subsequent phases of their education. Our pupils are confident and enthusiastic learners who make excellent progress in an environment where learning matters. We strive to foster a love of lifelong learning by equipping our children with the tools they need for success.

We offer pupils a full-time, supervised education that provides valuable experiences across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, and creative areas. At each stage of their education, pupils are offered a broad and relevant curriculum tailored to their age and aptitudes, including those with learning needs or disabilities, as well as those identified as more academically able. Oracy, literacy, and numeracy are critical skills that are promoted consistently throughout the school.

We aim to provide a curriculum that respects all pupils' cultural and religious beliefs, while also preparing them effectively for the opportunities, responsibilities, and experiences of life in British society. At Wycliffe, we adopt an internationally minded approach to teaching and learning, while actively promoting British values both through curriculum planning and delivery and within the wider community.

Through our global membership of Round Square (a global network of 250 like-minded schools), we aim to deliver meaningful, collaborative learning experiences that connect our pupils with others around the world, helping them to build skills intercultural competence. These experiences are integral to fostering true international mindedness and lie at the heart of our curriculum.

At WPS, we take an integrated approach to developing pupils' digital citizenship skills, embedding learning across subject areas as well as through our dedicated Discovery Programme. This ensures that pupils gain a well-rounded understanding of digital responsibility, safety, and literacy within meaningful and relevant contexts throughout their education.

Where a pupil has an Education, Health and Care Plan (EHCP), we endeavour to ensure that the education provided meets their individual needs, and we will make reasonable adjustments accordingly. The school actively supports pupils with special educational needs. Pupils with talents in any area of the curriculum (beyond traditional academic disciplines) will be challenged and supported through coaching, guidance, and, where possible, time allowances. Registers for both Special Educational Needs and Gifted and Talented pupils will be maintained by the SENCO and Subject Leader Coordinator respectively and made available to all staff. Pupils are primarily supported through differentiated teaching in the classroom and through the promotion of independent learning skills.

Reasonable adjustments are made to accommodate those with particular learning needs. These may include classroom differentiation and resourcing such as shared TA support, electronic or manual note-taking, coloured paper and overlays, enhanced worksheets, favourable seating, and the provision of a sign language interpreter, lip-speaker, or deaf-blind communicator. Readers, scribes, and additional time (where permitted under national regulations) will be available for public and internal exams.

One-to-one tuition outside the classroom is not considered a reasonable adjustment under this policy. Where the SENDCO recommends additional tuition, it may be offered at an additional cost. Details of the identification and support process for such needs are outlined in the SEND Policy. Pupils may have a reduced timetable to access SEND tuition or to support their learning in other subjects. Such decisions will be made with the aim of maximising each child's potential and will be taken in consultation with parents. One-to-one support is fully chargeable to parents.

Personal, Social, Health, Emotional, and Economic Education (delivered as 'Life Skills') is taught to all age groups and reflects the school's aims and ethos. We encourage pupils to develop respect for others, paying particular regard to the protected characteristics outlined in the Equality Act 2010. The curriculum also reflects the five outcomes set out in *Every Child Matters*: Stay Safe, Be Healthy, Enjoy and Achieve, Achieve Economic Well-being, and Make a Positive Contribution.

We aim to provide impartial careers education through guest speakers and by working closely with the Senior School's Careers Officer. This ensures pupils receive age-appropriate advice, enabling them to make informed choices about a wide range of career options and helping them to reach their full potential. All pupils are encouraged to learn effectively and make appropriate progress through a range of learning styles and exposure to different teaching methods.

Our pupils are given opportunities at various stages in their education to develop leadership skills and gain experience of life beyond the classroom. These values are embedded within and assessed throughout the Wycliffe curriculum. One such opportunity is offered through the Kirby Awards, delivered in Years 7 and 8, which provide a structured avenue for character education. Pupils are given autonomy to connect their learning across three key strands: a personal challenge (either cognitive or physical), a contribution to school life, and a collaboration with others to raise awareness of a local or global issue—connecting with other Round Square schools where possible. This programme not only fosters independence and initiative but also lays the foundation for the Wycliffe Leadership and Discovery Programme delivered in Year 9, where pupils continue to build on these skills in even more ambitious projects.

3. Curriculum Structure

The Nursery and the Reception class(es) follow the EYFS programme which includes seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Pupils in Years 1 to 5 broadly follow the outline of the National Curriculum, enriched to achieve Wycliffe's vision. Pupils in Years 6 to 8 follow the Wycliffe Encompass Programme, with discretely taught subjects connected by the following themes:

- Leadership
- Conflict Resolution
- Futures and Innovation
- Sustainability
- Democracy

- Adventure

The Prep School offers a broad and enriching supporting curriculum through a diverse programme that includes:

- A guest speaker series connecting to our Encompass themes
- Educational visits and Residential trips
- Assemblies, concerts, and productions
- A wide range of extra-curricular activities
- Competitive sporting opportunities
- Global collaborations with other schools through our Round Square membership

Special Educational Needs and Disabilities (SEND)

WPS is an all-ability school, which means it welcomes pupils with a wide range of ability levels. Wherever possible, we provide appropriate support for pupils with mild to moderate educational needs. The School's philosophy is to include children with SEND within a regular classroom setting, with additional support through one-to-one lessons if necessary, and sometimes via a modified curriculum. Our aim is to ensure that all pupils are given every opportunity to achieve their potential.

The School currently has a team of learning support teachers who are involved in identifying children who require additional support, assisting their teachers, liaising with parents and outside agencies, and working with pupils in small groups or individual sessions—for which an additional fee applies. On occasion, we may recommend that a child enters a year group below their chronological age.

We also offer provision for Speech and Language Therapy and Occupational Therapy during the school day on a private basis.

Gifted and Talented Pupils

WPS maintains a register of its more able pupils, who are identified as Subject Leaders. In rare cases, a child may be placed in a year group above their chronological age. The needs of our more able pupils are met through a distinct programme of classroom differentiation, as well as through extension and enrichment opportunities offered periodically.

Extra-Curricular programme

All pupils have the opportunity to participate in the wide range of extra-curricular activities offered during the school day and after school. WPS recognises its responsibility for the development of the whole child and provides a rich and varied programme that enables pupils to pursue and develop their individual interests, explore new experiences, and compete both individually and as part of a team in a variety of settings.

4. Curriculum Development

All policies and schemes of work at Wycliffe Prep School (WPS) are reviewed at least annually by a relevant nominated person- either the Deputy Head Academic or the appropriate Head of Department.

Monitoring and evaluation of the curriculum are conducted through regular reviews of pupil work by Heads of Department and members of the Senior Management Team (SMT). Each Head of Department is responsible for ensuring this policy is implemented effectively within their department. As part of this process, Department Heads complete an annual Department SEF (Self-Evaluation Form), which includes subject data analysis and an evaluation of key academic drivers such as book trawls and the quality of teaching and learning. Departments use this SEF to shape their Department Action Plans for the academic year ahead, focusing on collective key academic goals. Departmental records are reviewed regularly by the Senior Deputy Head and Deputy Head Academic, who report their findings to the SMT. The wider SMT is responsible for ensuring that all staff consistently meet the School's academic expectations.

We consider meaningful opportunities for pupil voice as integral to curriculum development. Our academic pupil council, known as the Academic Baraza (a term of Swahili origin meaning 'a coming together where everyone's opinion is valued equally'), meets regularly throughout the academic year to discuss matters relating to teaching and learning. In addition, a Digital Citizenship Council will be launched in the 2025–26 academic year to further expand student involvement in the development of our digital learning strategy.

Pupils are also actively involved in academic quality assurance processes- for example, by taking part in book trawls alongside teachers to review learning materials and classroom resources. These collaborative exercises help ensure that the curriculum remains relevant, inclusive, and engaging.

We also value the role of parents as key stakeholders in our curriculum development process. Through our Learning Community sessions, parents are invited into school to learn more about curriculum areas, pedagogical philosophies, and our overall approach to teaching and learning. These sessions help foster a shared understanding and strengthen the home–school partnership.