



CROSFIELDS SCHOOL

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1. Curriculum

Reference Documents/Websites: The Crosfields vision, mission (the school aims) and values (on school website and app).

This policy lays the foundations for the whole curriculum, both formal and informal and, along with our Mission, forms the context in which all other policy statements should be read. It sets out how the school meets the requirements of Part 1 (Quality of education provided) and Part 2 (Spiritual, moral, social and cultural development of pupils) of the Independent School Standards. It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning the work of the school.

This policy is one of three linked policies: the Curriculum Policy (what we teach), the Teaching and Learning Policy (how we teach) and the Academic Challenge and More Able Learners Policy (how we provide challenge for all pupils and identify and support the more able). Together they replace the former combined Curriculum, Teaching & Learning, and More Able Learners Policy.

Statement of intent

At Crosfields School, we believe every pupil has the right to the best possible education. We aim to ensure that all pupils, regardless of ability, SEND or circumstances, reach their full potential and gain the skills and knowledge necessary to lead successful lives both at school and beyond.

Through this policy we aim to provide a curriculum from Nursery to Sixth Form that is broad, balanced, coherent and ambitious; that builds knowledge and skills progressively through each phase; that takes account of the ages, aptitudes and needs of all pupils, including those with an EHC plan; and that prepares pupils for the opportunities, responsibilities and experiences of life in British society.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education (Independent School Standards) Regulations 2014 (as amended), in particular Part 1 (Quality of education provided) and Part 2 (Spiritual, moral, social and cultural development of pupils)
- DfE (2026) 'The Independent School Standards: guidance for independent schools' (revised April 2026)
- DfE (2025) 'Early years foundation stage (EYFS) statutory framework for group and school-based providers' (effective 1 September 2025)
- Equality Act 2010
- Children and Families Act 2014 and DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2025) 'Relationships, sex and health education' statutory guidance
- DfE (2014) 'Promoting fundamental British values as part of SMSC in schools'

- DfE 'Keeping children safe in education' (current edition)
- Independent Schools Inspectorate 'Framework for the inspection of association independent schools' (current edition)

This policy operates in conjunction with the following school policies and documents:

- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy
- Academic Challenge and More Able Learners Policy
- Equality, Equity, Diversity and Inclusion Policy
- Marking, Feedback, Assessment, & Reporting Policy
- Behaviour Policy
- Examination Policy
- Accessibility Plan
- PSHE Policy
- Relationship and Sex Education Policy
- Careers Policy
- Early Years Foundation Stage (EYFS) Policy
- Sixth Form Booklet
- The school Vision, Mission, and Values
- Strategic Aims and School Improvement Plan

Roles and responsibilities

The **Governing Board** will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning.
- Monitor the impact of the curriculum on pupil progress and attainment.
- Monitor the effectiveness of this policy and hold the Head to account for its implementation.
- Satisfy themselves that the curriculum meets the Independent School Standards and the EYFS statutory framework, including the requirements for PSHE and RSE, impartial careers guidance and the active promotion of fundamental British values.
- Governors report the findings from any visits to the school to the governing board.

The **Senior Leadership Team** is responsible for:

- Contributing to setting goals and targets across the school.
- Holding Heads of Department/Curriculum Leads to account for the effectiveness of teaching, learning and assessment in their subject.
- Designing and reviewing the whole-school curriculum model, timetable and allocation of curriculum time.
- Ensuring that schemes of work are in place for all subjects and phases and are reviewed regularly.
- Ensuring, with the SENDCo, that the curriculum is accessible to pupils with SEND, EHC plans and English as an additional language.
- Reporting to the Governing Board on the curriculum, including its compliance with the Independent School Standards.

Heads of Department/Curriculum Leads are responsible for:

- Contributing to developing and reviewing curriculum policies and schemes of work

in collaboration with colleagues.

- Taking accountability for the progress of pupils in their department.
- Reporting on the effectiveness of the curriculum to the SLT and the governing board.
- Providing professional advice to the curriculum committee.
- Keeping up to date with any changes in their subject area and curriculum requirements.
- Monitoring the effectiveness of how their subject is being taught and assessed in their department.

The responsibilities of teaching staff, pupils and parents in relation to teaching and learning are set out in the Teaching and Learning Policy.

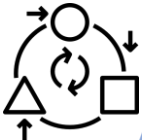
The School Curriculum

1. The curriculum is broad and balanced, offering rich and varied opportunities for the development of academic interest and intellectual curiosity.
2. The co-curriculum offers a wide range of enriching, enjoyable and challenging activities, which stimulate and develop the interests of each child, and promote a healthy lifestyle.

We provide a sound foundation for all pupils in a warm and friendly environment. We aim to maintain a high academic standard but also to encourage pupils to make the most of all the opportunities open to them in other areas of school life. In order to promote inspirational teaching and learning we have developed a Learner Profile, which is displayed on the school website, in pupil books and in each classroom in the school. It was written in accordance with the school's vision, mission and values and it is the responsibility of the staff to provide opportunities for pupils to develop these qualities through their teaching.

The Crosfields Learner Profile

At Crosfields, we want our pupils to **ASPIRE** to be the best version of themselves, both inside and outside the classroom. Pupils will be encouraged to:



Adapt - pupils will be encouraged to develop their critical thinking, decision making, and research skills. They will be able to show leadership where appropriate.



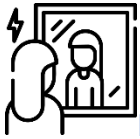
Support - across all areas of the school pupils will be balanced, non-judgemental, and celebrate diversity. They will communicate, collaborate, and show teamwork.



Persist - regardless of whether things are going well or not, pupils will show perseverance, resilience, and determination.



Inquire - pupils should question and be curious, probing, and imaginative. They should be adventurous in their approach and be able to work well independently.



Reflect - pupils should consider their strengths and weaknesses and work to develop their problem solving and metacognitive skills.



Engage - explore, be enthusiastic, diligent, and involved in learning and all other areas.

Mission, Aims and Objectives

- Crosfields aims to provide an ambitious, coherent and inclusive 2 to 18 curriculum that gives every pupil the knowledge, skills, experiences and confidence they need to be ready for what comes next, in school and beyond.

Our curriculum is founded on high expectations and equality of opportunity. It provides breadth, balance, coherence, and progression, while being sufficiently flexible and adaptive to ensure that every pupil is known, challenged and able to thrive. Through excellent teaching and appropriate support, pupils are encouraged to maximise their academic potential, develop their individual talents, and take increasing responsibility for their own learning.

The curriculum extends beyond the classroom, providing pupils with a broad range of experiences and opportunities that enrich their education, develop their interests, and enable them to engage confidently with the wider world.

Our curriculum prepares them for a digitally changing future, developing their confidence as critical and independent thinkers and their ability to use technology, including artificial intelligence, safely, ethically, and effectively.

Through the curriculum, Crosfields seeks to be a great place to be, where curiosity, creativity, challenge and enjoyment are central to learning and where pupils and staff are encouraged to grow and flourish. Our approach is ambitious but supportive of a school community that thrives, not just survives.

In planning and delivering the curriculum, staff will:

- Provide a coherent 2 to 18 educational journey, ensuring appropriate continuity, progression and challenge at every stage
- Know pupils as individuals and adapt teaching and learning so that all pupils are appropriately supported, challenged and able to thrive
- Develop the knowledge, skills and dispositions pupils need to become independent, curious and critical thinkers
- Provide meaningful opportunities beyond the classroom that broaden pupils' experiences, develop character and encourage engagement with the wider world
- Provide opportunities for creativity, innovation, collaboration and problem-solving across the curriculum
- Prepare pupils for a digitally changing future, including developing the digital

literacy and critical judgement required to use emerging technologies and AI safely, ethically and effectively

- Continually develop the quality of teaching and learning through reflection, collaboration, professional learning and appropriate evidence-informed practice, including ASPIRE
- Create learning experiences that promote aspiration, confidence and enjoyment, preparing every pupil to leave Crosfields ready for their next stage and for life beyond school.

The school curriculum will:

- Provide a broad and balanced education, which prepares for national assessments and gives pupils the confidence to achieve success in their adult lives.
- Provide personal, social, health and economic (PSHE) education, including relationships and sex education, which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
 - Provide pupils receiving secondary education with access to accurate, up-to-date careers guidance that is presented impartially, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.
 - Prepare pupils effectively for the opportunities, responsibilities and experiences of life in British society.
 - Enable pupils to become effective learners by developing critical and independent learning skills.
- Give pupils of compulsory school age full-time, supervised education comprising linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Allow pupils to acquire and develop skills in speaking, listening, literacy and numeracy.
- Incorporate regular assessment and reporting as set out in the Marking, Feedback, Assessment, & Reporting Policy.
- Provide appropriate subject matter for all ages and aptitudes of pupils to allow all groups to learn and make progress (including those with special educational needs, disabilities, an EHC plan, or English as an additional language)
 - For pupils below compulsory school age, provide a programme of activities appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills, in line with the EYFS statutory framework.
 - For pupils in the Sixth Form, provide a programme of activities appropriate to their needs.
 - 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.

Breadth

The breadth of the curriculum will allow pupils to have contact with different elements of learning (e.g. knowledge, concepts, skills and attitudes) and the different areas of learning including aesthetic, creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual, and technological.

Coherence

Coherence will be achieved through planning and discussion, with schemes of work for all courses at all levels documented in advance. Schemes of work set out the knowledge and skills to be taught in each year, how they build on prior learning and how they are assessed. Monitoring activities will consider individual pupil progress over their whole curriculum.

Progression

The curriculum is planned as a single, continuous journey from Nursery to Sixth Form. Transition points (Nursery to Reception, Reception to Year 1, Year 6 to Year 7, and Year 11 to Year 12) are planned jointly by staff in both phases so that pupils build securely on what they already know.

The curriculum by Phase

Early Years Foundation Stage (Nursery and Reception)

Our Nursery (from age two) and Reception classes follow the EYFS statutory framework for group and school-based providers. The curriculum covers the seven areas of learning and development: the three prime areas of communication and language; physical development; and personal, social and emotional development; and the four specific areas of literacy; mathematics; understanding the world; and expressive arts and design. For the youngest children the focus is strongly on the prime areas.

Learning is planned through a balance of child-initiated play and adult-led activity, informed by the characteristics of effective teaching and learning: playing and exploring, active learning, and creating and thinking critically. Each child has a key person who helps to ensure that their learning and care are tailored to their needs and who works closely with parents.

Practitioners assess children's progress through ongoing observation. When a child is aged between two and three, practitioners review their progress and give parents a short-written summary (the progress check at age two). The EYFS Profile is completed for each child in the final term of Reception. For children whose home language is not English, practitioners provide opportunities for children to use their home language in play and learning while ensuring that they have sufficient opportunities to learn and reach a good standard in English. Further detail is set out in the EYFS Policy.

Junior School (Years 1 to 6)

The Junior School curriculum uses the National Curriculum as a benchmark and goes beyond it where this serves the school's aims. Pupils study English, mathematics, science, computing, history, geography, religious studies, modern foreign languages, art and design, design and technology, music, physical education and PSHE, including relationships education. Particular emphasis is placed on securing early reading, including systematic synthetic phonics, fluent handwriting and secure number facts, so that pupils have strong foundations for the Senior School.

Senior School (Years 7 to 11)

In Years 7 to 9 pupils follow a broad curriculum across all areas of experience, including English, mathematics, the sciences, modern foreign languages, the humanities, religious studies, computing, the creative and performing arts, design and technology, physical education and PSHE, including relationships and sex education. In Years 10 and 11 pupils study for GCSEs (or equivalent qualifications) in a core of English, mathematics and science alongside optional subjects chosen with guidance from tutors, subject staff and parents. The options process is designed to keep choices broad and balanced, and pupils are advised on the number of qualifications that is right for them.

Sixth Form (from September 2027)

The Sixth Form opens in September 2027. Students will typically study three A levels, with the option of a fourth where appropriate, and will be encouraged to take the Extended Project Qualification. Every student will also follow a core programme that includes PSHE and relationships and sex education appropriate to young adults; careers and higher education guidance, including university, apprenticeship and UCAS applications; study skills; and enrichment, service and leadership opportunities. Supervised and independent study time is planned and monitored. The subject offer and entry requirements are set out in the Sixth Form Booklet.

Personal, social, health and economic education and RSHE

PSHE is taught throughout the school and reflects the school's aims and ethos. It encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. Relationships education is taught in the Junior School, and relationships and sex education in the Senior School and Sixth Form, in line with the DfE's statutory guidance. The school consults parents when reviewing its Relationships and Sex Education Policy, which also sets out parents' right to request that their child is withdrawn from sex education.

Careers education and guidance

Pupils in the Senior School and Sixth Form have access to accurate, up-to-date careers guidance that is presented impartially, enables them to make informed choices about a broad range of career options, including apprenticeships and technical routes as well as university, and helps to encourage them to fulfil their potential. The programme is planned with reference to the Gatsby Benchmarks and includes encounters with employers and with further and higher education providers, and access to personal guidance. Unifrog is widely used across the school and supports pupils with their understanding of education and career pathways. Details are set out in the Careers Policy.

Spiritual, moral, social and cultural development and fundamental British values

The curriculum, together with assemblies, tutor time, co-curricular activities and pupil leadership, actively promotes pupils' spiritual, moral, social and cultural development

and the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Heads of Department identify where these are developed in their schemes of work, and this is checked as part of the curriculum review cycle. These values are also promoted widely during Collects in all phases of the school. U

The school does not promote partisan political views in the teaching of any subject. Where political issues are brought to the attention of pupils, whether in lessons, in extra-curricular activities or through visiting speakers, the school takes reasonable steps to ensure that pupils are offered a balanced presentation of opposing views.

Inclusion: SEND, EHC plans and English as an additional language

The curriculum takes account of the ages, aptitudes and needs of all pupils. Pupils with special educational needs and disabilities, including those with an EHC plan, are supported to access the full curriculum through adaptive teaching, reasonable adjustments and, where appropriate, additional provision planned through the graduated approach (assess, plan, do, review) set out in the SEND Policy. Provision specified in an EHC plan is delivered as agreed with the local authority. Pupils with English as an additional language are supported to access the curriculum while developing their English. The Accessibility Plan sets out how access to the curriculum for disabled pupils will be improved over time.

The curriculum is also designed to stretch and challenge every pupil. How the school provides challenge for all and identifies and supports its more able pupils is set out in the Academic Challenge and More Able Learners Policy.

Evaluating pupils' performance

The school has a framework for evaluating pupils' performance by reference to its own aims and to national norms. This includes baseline and standardised assessments such as CAT4, internal assessments and external examination results, analysed for individuals and groups of pupils, including value-added. The framework is set out in the Marking, Feedback, Assessment, & Reporting Policy, and the findings inform curriculum review.

Curriculum Review and Planning

Heads of Department and Curriculum Leads meet with the Deputy Head Academic, and Assistant Head Academic each half term to review and plan the curriculum and to track progress. Regular full curriculum reviews take place, the last of which being in the 2024-25 academic year, with a further reflection in 2025-26.

A full consultation and review has taken place in readiness for the new Sixth Form in 2027, and the Sixth Form curriculum will be reviewed at the end of its first year.

Curriculum review considers compliance with the Independent School Standards and the EYFS statutory framework, the breadth and balance of the curriculum, progression between phases, the needs of different groups of pupils, and pupil outcomes.

Monitoring and reporting

This policy will be reviewed on an annual basis by the Deputy Head Academic and approved by the Head. The Governing Board will be informed of any significant changes.

The Head will include data in the termly report to Governors which will contain updates and analysis regarding the curriculum and pupil outcomes.

This policy applies to all pupils from Nursery to Sixth Form, including those in the EYFS. It is available to parents on the school website.