



YORK HOUSE

Curriculum Policy

This document sets out the aims and objectives which York House School sets out to achieve for all pupils while they are at the school.

1.1

Review Date	June 2026
Reviewed By	Deputy Head Ops/Director of Studies
Next Review Date	June 2027
Governance Owner	Education Committee

This policy applies to all sections of York House School, including the Early Years Foundation Stage (EYFS).

A current version of this document is available to all members of staff and on the School Website.

This policy is reviewed annually by the school and approved by the Governing Body.

Signed by:



Headmaster

Date: September 2026



Chair of Governors

Date: September 2026

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1 Related Information

1.2 Supporting Documents

The following related information is referred to in this policy

English as an Additional Language (EAL) Policy
Equality Act 2010
Equality Opportunities Policy
Equality, Diversity and Inclusion Guidelines
EYFS Policy
Learning Support Policy
Online Safety Guidelines
PSHE inc. RSE Policy

2.1 Introduction

At York House School, we are committed to providing a broad, yet balanced curriculum that inspires every child to achieve their full potential in all areas, including academically, socially, emotionally, and creatively. Our curriculum is designed to promote a love of learning, develop curiosity and independence, and provide children with the knowledge and skills they need to become confident and responsible members of society. As an 11+ school, we aim to ensure that all pupils are as ready as possible for their transition to their next school destination.

2.2 Aims of the Curriculum

The general aim of the curriculum at York House is that every child is entitled to and shall take up a curriculum which is balanced, broadly based, and contributes towards achieving the following aims:

- Educate pupils to the highest standards, ensuring Senior School entry results that compare favourably with our competitors;
- To provide quality co-curricular experiences in outdoor learning, art, sport, music, drama, and all other aspects of our curriculum;
- To develop positivity of outlook, leadership and self-reliance in all our pupils through successful and caring relationships, encouragement and rewards.

In addition to this, we offer a curriculum that:

- gives all pupils the opportunity to learn and make progress.
- takes into account the ages, aptitudes and needs of all pupils, including those with an EHC Plan.
- provides an opportunity to develop basic and essential skills, including those of speaking, listening, numeracy and literacy.
- Through its breadth and the high quality of its learning experiences, it engages children, fosters a passion for knowledge and skills, and helps promote a life-long love of learning.
- promotes pupils' personal, and social education, health and well-being, encouraging pupils to adopt a healthy lifestyle all in accordance with the school's aims and ethos.
- promotes the spiritual, moral, cultural, mental and physical development of all children at the school, and provides equality of opportunity regardless of gender, sexual orientation, race, disability, religion or belief.
- prepares the children for the opportunities, responsibilities and experiences ahead in secondary education and leading on into adult life and the world of work, and of life in British Society more generally
- encourages at every opportunity a chance to develop pupils in accordance with the school's pupil aims:
 - o to be self-reliant
 - o to have a positive outlook
 - o to leave people and places better than we found them

2.3 The Curriculum Leadership Team (CLT)

All aspects of the Curriculum are overseen by the CLT, in conjunction with the headmaster and consisting of members from each section of the school. The role of the CLT is to ensure we provide a high-quality curriculum, and that practice in the school reflects this policy. The successful implementation of this policy is checked through Lesson Observation, Learning Walks, Scrutiny of Work, Scrutiny of Planning and a variety of other informal means.

2.4 Curriculum Design and Organisation

The York House curriculum is structured to ensure every pupil has access to a broad, balanced and inclusive education.

The principles that underpin our teaching:

- Progressive skill and knowledge development.
- A creative, engaging approach that fosters curiosity.
- Adaptive teaching and differentiation to meet the needs of all learners.
- Collaborative planning and shared standards across departments.

Our programme combines the best of the National Curriculum, ISEB Common Entrance and independent preparatory practice. Learning is enhanced through digital tools, outdoor experiences and enrichment opportunities designed to bring knowledge to life.

2.5 Curriculum Allocation of Lessons

Curriculum allocation is reviewed each year by the CLT to ensure that the curriculum maintains its focus, balance, appropriateness and breadth in all areas of the school.

The numbers denote a lesson in the day.

2.6 Curriculum Overviews

EYFS - Nursery & Reception Whilst curriculum lessons are timetabled in 45-minute periods to align with the wider school timetable, direct teaching sessions within these periods are carefully planned to be developmentally appropriate in length, taking account of the children's age, stage of development and the nature of the learning.

Timetabled periods may encompass adult-led teaching, opportunities to practise and apply learning, purposeful child-initiated learning and everyday routines and transitions, all of which are recognised as valuable learning opportunities within the EYFS.

	Nursery	Reception		Nursery	Reception
Maths	3	5	Music	-	1
Literacy	1	1	Outdoor Learning	1	1
Phonics	3	5	PD	1	1
CIL	17	13	PE	1	1
CL	1	1	PSED	2	1
EAD	1	1	Swim	-	1
French	-	1	UTW	1	1

Pre Prep & Prep School - Lessons range between 40 to 45 minutes in length (depending on the time of day).

For the timetable, each period counts as 1 lesson regardless of duration.

	Pre Prep		Prep School			
	Y1	Y2	Y3	Y4	Y5	Y6
Maths	6	6	6	6	6	6
English	6	6	6	6	6	6
Sci	2	2	2	2	2	2
ADT	1	1	2	2	2	2
Classics	-	-	1	1	1	1
Comp	1	1	1	1	1	1
Drama	-	-	1	1	1	1
Form	5	4	4	3	2	2
French	1	1	1	1	1	1
Games	-	1	5	5	7	7
Geog	-	-	1	1	1	1
History	-	-	1	1	1	1
Music	1	1	1	1	1	1
Outdoor Learning/Natural History	1	1	2	2	2	2
PE	1	1	1	1	1	1
Phonics	5	5	-	-	-	-
PSHE	1	1	1	1	1	1
Reasoning	-	-	2	2	1	1
STEM/Food Tech	-	1	1	1	1	1
Swim	1	1	1	1	1	1
Topic	3	2	-	-	-	-
TPR	-	-	1	1	1	1

Prior to the start of each term, curriculum overviews are created and adapted, then are sent to families outlining the main topics being taught for each subject and year group. At York House we take pride in the broad curriculum offered at the school and we have dedicated and passionate Heads of Department that ensure learning is appropriate and adapted to suit all pupils.

3 Early Years Foundation Stage

The Nursery and Reception classes follow the Early Years Foundation Stage framework, which sets out the expectations for the learning and development of children up to the age of five.

The curriculum is divided into seven areas of learning:

The Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our curriculum is carefully planned to provide a balance of adult-led and child-initiated activities, with a strong emphasis on learning through play. Teaching builds on children's prior experiences and interests, supporting them to develop key skills, knowledge and characteristics of effective learning.

Ongoing observation and assessment are integral to practice in the Early Years. Staff use these to inform planning, track progress and ensure that learning opportunities are tailored to meet the needs of all children.

Baseline assessments are carried out when children join the school, followed by regular termly assessment checkpoints. At these points, children are assessed as not on track, on track or working beyond expected levels. At the end of Reception, children are assessed against the Early Learning Goals and their EYFS Profile is shared with families and the Year 1 teachers to support a smooth transition.

We recognise the importance of strong partnerships with families and maintain regular, meaningful communication to support children's learning and development at school and at home. We strive to build positive relationships by keeping parents informed about how children are taught and their individual progress. This includes pupil progress meetings, an end-of-year report and the use of Seesaw as an online learning journal to share observations and celebrate learning.

Further detail can be found in the EYFS Policy.

4 Planning

Heads of Departments have created their own Curriculum Maps and Overviews based on the national curriculum, alongside the ISEB syllabus for 11+ common entrance subjects. Subject teachers use these documents to help plan their lessons and learning sequences for each half term.

Effective planning at York House School ensures that teaching is purposeful, progressive and engaging for all pupils. Teachers use curriculum maps as the foundation for their planning. Weekly or Termly plans clearly identify the knowledge and skills pupils are expected to learn (WALTs) and demonstrate how these develop across each week, half-term, or term.

Lesson activities are varied, stimulating and designed to help pupils achieve their intended learning outcomes. Where appropriate, WILFs are used to clarify the steps to success and to help pupils reflect on their progress. Tasks and resources are carefully differentiated to support and challenge all learners, ensuring equity of access and ambition for every child.

Evidence of planning may take a variety of forms, including long-term curriculum maps outlining topics for the year, medium and short-term plans detailing key learning objectives, progression and vocabulary, and class provision maps identifying specific strategies for individual learners. Teachers may also record in-the-moment planning and incidental observations within their own notes, planners or digital tracking systems, demonstrating responsiveness to pupils' needs. These documents are stored on shared drives in line with school expectations and reviewed periodically by the CLT to ensure consistency and high standards across all subjects.

5 Oracy and Creative Thinking

At York House School, we are passionate about developing both oracy and creativity as essential skills of learning. We believe every child should have the confidence to express their ideas clearly, listen thoughtfully to others, and engage in meaningful discussion. Through debate, drama, collaborative learning, and presentations, pupils are encouraged to become articulate and confident communicators. Alongside this, creativity is woven throughout the curriculum, inspiring children to think imaginatively, solve problems independently, and explore new ideas with curiosity and enthusiasm. We nurture a learning environment where every child feels empowered to use their voice and develop their unique talents.

6 Assessments and Reports

Assessment is an integral aspect of the teaching and learning process, and as such comes in many forms. At York House, we break down assessment into four key layers: standardised; summative; formative; and screening assessments. We use assessments to monitor progress and attainment across all subjects and collect standardised scores in core subjects (Maths, English and Science). This ensures teachers are able to understand key strengths and weaknesses; supporting all pupils at York House.

Calendar of Summative Assessment			
	Autumn	Spring	Summer
Nursery	Quest Baseline Assessment Checkpoint assessment against the Early Years Outcomes	Checkpoint assessment against the Early Years Outcomes	Quest End of Year Assessment Checkpoint assessment against the Early Years Outcomes
Reception	Quest Baseline Assessment Checkpoint assessment against the Early Years Outcomes	Checkpoint assessment against the Early Years Outcomes	Quest End of Year Assessment Assessment against the Early Learning Goals – EYFS Profile
Year 1	Quest Standardised Assessment	Quest Standardised Assessment	Quest Standardised Assessment
Year 2	Quest Standardised Assessment	Quest Standardised Assessment	Quest Standardised Assessment
Year 3	Quest Standardised Assessment	Quest Standardised Assessment	Quest Standardised Assessment
Year 4	CATs Assessment Quest Standardised Assessment	Quest Standardised Assessment	Quest Standardised Assessment
Year 5	Quest Standardised Assessment	Quest Standardised Assessment	Quest Standardised Assessment CATs Assessment End of Year Assessments
Year 6	Quest Standardised Assessment Formal Autumn Assessments	Quest Standardised Assessment	Quest Standardised Assessment End of Year Assessments

From Year 3 up to Year 6, families are regularly provided with attainment and attitude to learning grades through reports so they are aware of how their child is performing in all areas of the curriculum. Each year group has two pupil progress meetings and a full end of year report is provided in the Summer Term.

Calendar of Reporting			
	Autumn	Spring	Summer
Nursery	Pupil Progress Meetings	Pupil Progress Meetings	Full End of Year Report
Reception	Pupil Progress Meetings	Pupil Progress Meetings	Full End of Year Report EYFS Profile
Year 1	Pupil Progress Meetings	Pupil Progress Meetings	Full End of Year Report
Year 2	Pupil Progress Meetings	Pupil Progress Meetings	Full End of Year Report
Year 3	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report Full End of Year Report
Year 4	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report Full End of Year Report
Year 5	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report Full End of Year Report
Year 6	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report x2 Pupil Progress Meetings	Attitude to Learning and Attainment Report Full End of Year Report

7 Homework

Homework should be a reinforcement of the learning experience at school and should promote independence, self-reliance and enjoyment. Tasks set for homework should be manageable, worthwhile and achievable and should need a minimum of adult input. Families are encouraged to take an interest in the homework tasks of their children. As the children move up the school the homework load increases along with the length of activity. This progression ensures the children are well-prepared for the rigours of homework at their future school when that time comes. As the students transition sections, they will complete Maths, English, Reasoning and Science. Students are expected to complete reading and an enrichment activity every day during the week.

8 Digital Literacy and Online Safety

IT in the 21st Century is seen as an essential resource to support learning and teaching, as well as playing an important role in the everyday lives of children, young people and adults. Consequently, at York House School we need to build in the use of these technologies to arm our pupils with the skills to access life-long learning and employment. Information Technology (including the subject heading of Computing) covers a wide range of resources, including web-based and mobile learning. It is also important to recognise the constant and fast-moving evolution of IT within our society as a whole.

The Headmaster and Governors have ultimate responsibility to ensure that the policy and practices are embedded and monitored. The IT Manager is responsible for maintaining a secure and safe network and email system. They regularly monitor the use of the school network, files downloaded and sites accessed. The Head of Computing, Pastoral Lead and PSHE Lead ensure that use of the internet by pupils during the school day is safe and legal and that all pupils are regularly taught about e-safety and about the school policy regarding the internet and mobile technologies through Computing, PSHE and RSE. Please see Online Safety Guidelines for further information.

9 Diversity and Inclusion

A broad and balanced curriculum, with equality, diversity and inclusion embedded throughout, is considered fundamental to the development and success of all children. Opportunities to promote these values are provided through curriculum lessons, Form Times, assemblies and wider school events. Please see the Equality Opportunities Policy and Equality, Diversity and Inclusion Guidelines for further information.

9.1 Special Educational Needs and Disabilities

York House believes that every child has the right to access the curriculum, including those with Special Educational Needs or Disabilities. In order to meet the needs of the pupils across a spectrum of ability, the staff will endeavour to provide a level of differentiation and implement reasonable adjustments in order to achieve the desired outcomes for the pupils in our care. Please see the Learning Support Policy for further information.

The curriculum is designed to provide access and opportunity for all pupils and may be adapted, as necessary and appropriate, to support a child's individual needs. If it is deemed necessary to adapt the curriculum following consultation with specialist staff and/or external agencies, then the school will do so only after the families of the pupil have been consulted.

9.2 EAL

York House School is committed to providing high quality learning experiences for all, and believes that all pupils are entitled to receive and have access to the broad and balanced curriculum that we have to offer; while instilling our pupils aims, fostering a love of learning and preparing our pupils for their future.

The School celebrates our multi-cultural community, where values of tolerance, respect and inclusivity are promoted. Curriculum delivery is taught in a way that does not subject anyone to discrimination (Equality Act, 2010).

The School aims to promote an inclusive ethos by celebrating the linguistic and cultural diversity of our community. We are committed to promoting equality for all learners and that pupils are fully integrated into School life, within the classroom setting, out on the sports field and participating in extra-curricular activities. Please refer to The English as an Additional Language (EAL) Policy for further guidance.

9.3 EP

Children with high underlying ability and performance are identified and supported at all stages of their school career in a variety of ways. Please see the Exceptional Performance Guidelines for more information.

The school tracking systems also place emphasis on individual class teachers supporting high achievers in their subject areas – please see the Raising Achievement Guidelines.

10 PSHE & RSE

York House delivers one timetabled PSHE lesson per week. We believe that our PSHE curriculum is a programme that promotes the spiritual, moral, social and cultural development of pupils, as well as delivering a broad and balanced curriculum enabling pupils to make informed decisions regarding their health and well-being.

PSHE helps to develop our pupils' knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become responsible members of society. Many of the moral, social and cultural issues that are part of growing up are raised within PSHE.

The Department for Education introduced compulsory Relationships and Sex Education (RSE) in September 2021. This policy was drawn up following the initial guidance released in 2019 after consultation with teachers, families and governors of York House.

RSE falls within the PSHE curriculum. Educating pupils about relationships seeks to develop the skills required to be able to develop healthy and nurturing relationships. It is important to note that the term relationships in this setting is not limited to intimate

relationships; it includes a variety of relationships that pupils are likely to encounter and form throughout their lives. Through its RSE programme, York House has a supportive role to families and we welcome their engagement in relation to this subject. Family consultations take place in line with statutory guidance, the most recent taking place in summer 2026.

RSE enables pupils to learn about the emotional, social and physical aspects of growing up; alongside relationships, sex, sexuality and sexual health, with the ultimate goal of allowing them to make informed choices beyond York House.

It is important to provide and deliver a PSHE curriculum that ensures topics are taught in a way that does not subject any one to discrimination (Equality Act, 2010). Schools have a duty to ensure that their curriculum is accessible to all regardless of their; age, sex, race, disability, religion or belief, gender reassignment or sexual orientation. Inclusive PSHE will encourage positive relations between pupils, tackling prejudice, stereotyping and discrimination. In turn, this will promote understanding and respect of others and to celebrate differences. For further information on PSHE and RSE delivery, please see the PSHE inc. RSE Policy for more details.

Families do not have the right to withdraw their children from Relationship Education. However, they do have the right to withdraw their pupil from the non-statutory components of Sex Education within RSE. Requests for withdrawal should be put in writing and addressed to the Headmaster, in line with the guidance in the School's RSE communication letter that is sent ahead of teaching to families in Year 1-6.

10.1 SMSC and Fundamental British Values

York House School actively supports fundamental British Values. The School encourages respect for and participation in democracy and its process. Pupils engage in political discussion in an age-appropriate way and democratically vote for roles and responsibilities within the school setting.

Throughout the curriculum opportunities arise to discuss the rule of law, democracy, individual liberty and mutual respect and tolerance in a range of contexts. Furthermore, pupils' social, moral, cultural and spiritual development is enhanced through celebrating and respecting diversity and difference; encouraging an understanding of right and wrong by introducing the context of law and rewards, sanctions and consequences. Within lessons and enrichment opportunities, we seek to develop social skills through discussions and debates and by working co-operatively. We encourage pupils to reflect on and challenge their own ideas and beliefs.

10.2 Careers and Financial Education

There are a range of opportunities within the School's curriculum for teaching and learning about financial capability and economic well-being. Careers and finance are explicitly addressed throughout the PSHE curriculum topic of 'Dreams and Goals', whereby pupils look in detail at their aspirations, careers, enterprise and fundraising.

In addition to careers education within curriculum time, pupils receive half a day career workshop during their leavers programme providing pupils with careers guidance from a range of sectors and specialists; pupils receive support for effective CV writing, career aspirations and steps to be taken to achieve this.

11 Outdoor Learning

The school encourages outdoor learning throughout all age groups. We believe strongly that children benefit greatly from learning in an outdoor environment, and that pupils learn better when learning is not restricted to the classroom. Outdoor learning is embedded in curriculum planning and is also a key part of the co-curricular life of the school. All pupils gain the opportunity to regularly learn outdoors. Please see the Outdoor Education Guidelines for more details.

12 PE and Games

All pupils are expected to take part in the school's Physical Education and Games programme. All pupils are given curriculum time to pursue activities in formal PE, Games and Swimming lessons led by qualified personnel. Pupils can only be excused from PE and Games lessons for medical reasons, for which communication from the family is required. Further opportunities to follow sporting and physical activities are offered in clubs and as part of the Leavers' Programme in Year 6 as well as in extra-curricular activities.

13 Enrichment

York House School is committed to providing a rich and varied programme of enrichment opportunities that enables every pupil to develop their talents, interests and confidence beyond the classroom. Through a wide range of co-curricular activities, including sports, music, drama, clubs, educational visits and leadership opportunities, pupils are encouraged to explore new experiences and challenge themselves in a supportive environment. These opportunities are encouraged both inside and outside of school; with pupils providing examples of when they have completed enrichment tasks at home in their planners.

Assemblies at York House School play an important role in providing a strong sense of community and shared values. They provide opportunities for pupils to come together, celebrate achievements, reflect on key themes and learn from one another's

experiences. Through assemblies, children develop their understanding of respect, responsibility and kindness. House Days are organised every term in line with the school aims to allow pupils to interact across year groups and support each other.

The school also places a strong emphasis on outdoor and residential learning as a means of developing personal and social skills, including leadership, teamwork, independence, and resilience. From Year 3, each year group participates in a planned residential or outdoor education experience appropriate to their stage of development:

Year 3: Local activity and camp-out on the school site.

Year 4: Two-night outdoor residential at Hindleap Warren in the Ashdown Forest.

Year 5: Five-day Outward Bound Course

Year 6: Seven-day survival and outdoor skills expeditions in the North West Highlands of Scotland.

Following the completion of their examinations in June, Year 6 pupils take part in a dedicated Leavers' Programme. During two weeks for Year 6 the timetable is changed to allow for an exciting and varied programme of enrichment activities, including trips, sports events, careers workshops, PSHE seminars and presentations from guest speakers. This programme provides valuable preparation for Senior School and life beyond York House, ensuring pupils leave with confidence, independence and a strong sense of achievement.