

PRESTFELDE

Part of the Shrewsbury
School family



Curriculum policy

Author(s)	Deputy Head Teaching and Learning.
Governor approval date	
Date of review	September 2026
Date of next review	September 2028
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
01-07-2026	Ethos moved to start	CLW
21-07-2026	Aims and principles summarised in shortened sentences. Inclusion of 'equip pupils with the knowledge, character and future-ready skills needed to thrive in a rapidly changing world.' And 'provide age appropriate careers guidance'.	CLW
21-07-2026	Roles and responsibilities. Governors, head, SLT summarized in shortened sentences to avoid repetition. Parent and student sections added.	CLW
21-07-2026	Addition of 'setting' section	CLW
21-07-2026	Removal of legislation section (incorporated into purpose'	CLW
21-07-2026	Addition of 'purpose' section	CLW
21-07-2026	Monitoring section changed from multiple bullet point lists to concise paragraph.	CLW
21-07-2026	Removal of Middle School and Senior School sections and creation of 'prep' section.	CLW

Purpose

This policy outlines the principles, aims and organisation of the curriculum at Prestfelde. It reflects our commitment to providing an ambitious, broad and balanced education that develops pupils academically, personally and socially, preparing them for the next stage of their education and for life beyond school. The curriculum is designed with regard to the requirements of the National Curriculum, the Early Years Foundation Stage Framework, the Equality Act 2010 and the SEND Code of Practice.

Ethos

At Prestfelde, we believe every child should be known, valued and challenged to achieve their potential. Our curriculum reflects our commitment to academic excellence, personal growth and character development. Through high-quality teaching, enriching experiences and a nurturing environment, we inspire curiosity, confidence and resilience, preparing pupils not only for success at senior school but also for the opportunities and challenges of an ever-changing world. The curriculum actively promotes fundamental British values, respect for diversity and preparation for life in modern Britain.

Curriculum Aims

- provide a broad, balanced and ambitious education that inspires a lifelong love of learning;
- enable every pupil to achieve their full potential through high expectations, appropriate challenge and individual support;
- develop secure knowledge, understanding and transferable skills across all areas of learning;
- foster curiosity, creativity, critical thinking and independent learning;
- nurture confident, resilient and compassionate individuals with strong moral values and respect for others;
- promote pupils' spiritual, moral, social, cultural, physical and emotional development;
- prepare pupils for successful transition to senior school, including entrance examinations and scholarships where appropriate;
- equip pupils with the knowledge, skills and personal qualities needed to thrive in senior school and beyond, including communication, collaboration, creativity, critical thinking, resilience and adaptability;
- provide age-appropriate careers guidance

Curriculum Principles

- Learning is ambitious, inclusive and accessible for every pupil.
- High-quality, evidence-informed teaching enables pupils to develop deep understanding and make meaningful progress.
- Knowledge and skills are carefully sequenced to build understanding over time.
- Pupils are encouraged to think critically, solve problems, reflect on their learning and take increasing responsibility for it.
- Rich opportunities beyond the classroom enhance learning and support personal development.
- Technology is used purposefully to enrich learning and develop digital confidence.
- The curriculum promotes wellbeing, respect, British values and appreciation of different cultures and perspectives.

Curriculum Organisation

Little Prestfelde (EYFS – Year 2)

Little Prestfelde provides a nurturing and ambitious curriculum from Nursery to Year 2, building strong foundations for pupils' future learning. The curriculum follows the statutory Early Years Foundation Stage Framework in Nursery and Reception, with learning opportunities carefully planned through a balance of continuous provision, adult-led activities and child-initiated learning.

The curriculum supports pupils' development across the seven areas of learning, with a particular focus on communication and language, physical development, personal, social and emotional development, literacy and mathematics. As pupils progress through Key Stage 1, learning becomes increasingly structured, developing pupils' knowledge, skills, independence and confidence in preparation for their transition into the Prep.

Further detail regarding the EYFS curriculum can be found in the EYFS Policy.

Prep School (Years 3–8)

The Prep curriculum provides a broad, balanced and ambitious education that develops pupils academically, personally and socially. It builds progressively on prior learning, ensuring pupils develop secure knowledge, transferable skills and the confidence to apply their learning in different contexts.

Pupils study a wide range of subjects including English, Mathematics, Science, Humanities, Languages, Computing, Creative Arts, Physical Education, Religious Studies and PSHE. The curriculum is enriched through co-curricular opportunities, trips, and wider opportunities that support pupils' personal development.

Curriculum planning is informed by National Curriculum expectations, Senior School entrance requirements, scholarship pathways and Prestfelde's subject specialist curriculum leaders. Subject leaders ensure that learning is carefully sequenced, with appropriate challenge and support for all pupils.

Personal development is supported through PSHE, pastoral education, assemblies, leadership opportunities, co-curricular activities and service to others. Age-appropriate careers and future pathways education supports pupils in understanding their strengths, aspirations and future opportunities.

Teachers collaborate to ensure consistency, progression and high expectations across Years 3–8, while adapting learning to meet the needs of individual pupils. Curriculum mapping provides oversight of subject coverage and progression throughout the Prep.

Setting

Pupil grouping and setting arrangements are used where appropriate to provide suitable levels of challenge and support. Please see separate setting policy.

Prep

Children will receive prep from the Summer Term of Year 2. The quantity, frequency and content of prep will be related to the age and ability of the child. Please see separate prep policy.

Assessment

Assessment is an integral part of teaching and learning and is used to monitor progress, inform planning, identify appropriate support and challenge, and help pupils understand their next steps. A combination of formative assessment (ongoing classroom assessment, observation, feedback and questioning) and summative assessment (tests, examinations and standardised assessments) is used across the school. Attainment and progress are tracked through our assessment systems and reviewed regularly by staff to ensure every pupil achieves their potential. Assessment information is also used to communicate pupils' attainment, progress and targets to parents.

Further details regarding assessment processes, feedback, reporting and tracking of pupil progress can be found in the Assessment and Reporting Policy.

Inclusion

Prestfelde is committed to providing an inclusive learning environment in which all pupils can access a broad and balanced curriculum and achieve their full potential. Through high-quality teaching, appropriate adaptation, targeted support and close partnership with pupils, parents and external agencies, we identify and respond to individual needs to ensure that every child is supported, challenged and able to thrive.

Further information can be found in the EAL, most able, and SEND Policy and SEND Information Report.

Monitoring

The curriculum is monitored and evaluated by the Senior Leadership Team, Heads of Department and Subject Leaders through quality assurance activities including lesson drop ins, scrutiny of planning and pupils' work, monitoring and analysis of assessment outcomes, subject review meetings and governor oversight. Findings inform curriculum development and school improvement.

Roles and responsibilities.

Governors

- Ensure the school provides a broad, balanced and ambitious curriculum that meets statutory and independent school requirements.
- Monitor the effectiveness of the curriculum through reports from the Head and senior leaders.
- Support the school's strategic vision for teaching, learning and curriculum development.

Head

- Provide strategic leadership for the curriculum.
- Ensure the curriculum reflects the school's ethos, aims and values.
- Monitor curriculum quality, standards and outcomes.

Senior Leadership Team and Heads of department

- Lead the design, implementation and review of the curriculum.
- Ensure high-quality teaching and learning across the school.
- Support staff through monitoring, coaching and professional development.
- Monitor standards, progress and achievement within their subject area.
- Maintain accurate curriculum documentation, plans and learning materials.

Teaching Staff

- Deliver the curriculum through high-quality, evidence-informed teaching.
- Plan learning that is ambitious, inclusive and responsive to pupils' needs.
- Assess pupils effectively and use assessment to inform teaching.
- Foster pupils' wellbeing, independence and personal development.

Parents

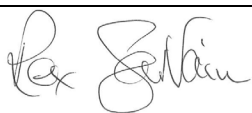
- Work in partnership with the school to support pupils' learning and development.

Pupils

- Engage positively with learning, demonstrate respect for others and take increasing responsibility for their own progress.

Links with other policies

This policy links to a number of policies, as referenced in sections above.

APPROVED DATE	1 st September, 2026		
REVIEW DATE	1 st September 2027		
SIGNED HEAD		PRINT NAME	
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain