



SOLIHULL

Preparatory School Curriculum Policy (with EYFS)

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Reviewer: Assistant Head (Junior School) and Assistant Head (Alice House)
Last Reviewed: September 2026

Version 8

Solihull Preparatory School Curriculum Policy

This policy explains how the Preparatory School curriculum is planned, delivered, monitored and reviewed from EYFS to J4. It sets out the school's curriculum aims, allocation of teaching time, planning expectations, assessment links, inclusion arrangements and leadership responsibilities.

This policy sets out the principles, organisation, planning, delivery, monitoring and review of the curriculum across Solihull Preparatory School, including the Early Years Foundation Stage. It should be read alongside the Teaching and Learning Policy, Assessment Policy, Prep School Handbook and relevant whole-school policies.

This Curriculum Policy reflects the specific needs and requirements of Solihull Preparatory School and should be read within the context of the whole School. It includes a Prep School curriculum section and a dedicated EYFS section, recognising the different statutory framework and developmental needs of children in Nursery and Reception.

Introduction

At Solihull Preparatory School, we aim to provide a rich and varied learning environment in which pupils develop their knowledge, skills and character to the best of their potential. We believe that learning should be rewarding and enjoyable, and we encourage pupils to build positive learning habits that support curiosity, independence and resilience.

We prepare all pupils for the Solihull School 11+ entry examination, and both encourage and support them to fulfil their potential. Additionally, we aim to stimulate development through a wide range of co-curricular activities, and we try to give all pupils the opportunity to achieve some position of responsibility within the Prep School.

We broadly follow the National Curriculum while retaining the flexibility to adapt and extend it to meet the needs of our pupils. As part of the annual review of the Prep School Curriculum, we consider current research and recommendations. This policy links closely with the Teaching and Learning Policy.

1. The aims of the Preparatory School Curriculum

- To provide opportunities for all pupils to learn, make progress and achieve to the very best of their ability.
- To promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- To provide wellbeing, personal development and SRE education which reflects Solihull School's aims and ethos and promote citizenship.
- To promote a positive attitude towards learning, encouraging pupils to develop confidence and acquire a solid basis for a lifelong love of learning.
- To provide pupils with opportunities to experience linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, enabling them to acquire new knowledge, increase their understanding, develop skills and make progress according to their ability.

- To provide a happy, caring, secure and stimulating environment built on self-esteem, mutual trust, respect and positive relationships.
- To provide a broad, coherent, balanced and challenging curriculum that meets the needs of all pupils and enables them to develop secure skills in speaking, listening, literacy and numeracy.
- To enable pupils to realise their full intellectual, aesthetic and physical potential and develop the ability to think and learn for themselves.
- To motivate each child to achieve the highest possible standards, academically, socially and morally.
- To encourage each child to develop self-discipline, work independently, take a positive interest in their own work and collaborate effectively with others.
- To encourage a questioning attitude in children to the things around them.
- To encourage children to express themselves freely and confidently, experience success in their work, and gain enjoyment and satisfaction from tasks well done.
- To ensure that all children feel valued as individuals and are aware that each of them has an important contribution to make to society.
- To encourage children to respect one another's opinions and beliefs, property and the environment.
- To develop pupils' independent learning skills, encouraging them to become determined, adaptable, confident, risk-taking and enterprising learners.
- To develop a positive partnership between school, home and the community.

2. Organisation

The curriculum is carefully structured and planned to meet the needs of all pupils. It is reviewed annually to maximise appropriate cross-curricular links. Detailed policies and schemes of work provide breadth, depth, relevance, continuity and progression, balancing the teaching of knowledge and skills with opportunities for independent learning.

Spanish is taught in all year groups from I1 to J4 by specialist staff from the MFL department. WPD is taught once a week by the Form Tutor.

3. Allocation of teaching periods per week

	I1	I2	J1	J2	J3	J4
English	9	9	8	8	6/7*	6/7*
Maths	9	9	8	8	6/7*	6/7*
Science	2	2	2	3	3	3
Topic/Humanities	2**	2**	3**	3**	3**	3**
Art	2	2	2***	2***	2	2
RS	1	1	1	1	1	1
Computing	2	2	2	1	1	1
WPD	2	1	1	1	1	1
MFL	1	1	1	1	1	1
Music	1	1	2	2	1	2
PE/Swimming	2	2	2	2	2	2
Games	0	1	2	2	4	4
DT/Outdoor Ed	2***	2***	1 term	1 term	2	2
	35	35	35	35	35	35

*In J3 and J4, there is a two-week timetable, which allows for 7 periods of Maths and 6 periods of English in one week, and 6 periods of Maths and 7 periods of English in the other.

**In I1 and I2, pupils alternate half terms of History and Geography, and this is called Topic. In J1 to J4, pupils alternate half terms of History and Geography, and this is called Humanities.

*** DT and Outdoor Education alternate fortnightly for pupils in I1 and I2. In J1 and J2, the art lesson in the summer term becomes their DT lesson.

4. Planning

Within the Prep School, we have an agreed whole-school approach to planning. This balances consistency in planning processes with the flexibility teachers need to draw on their strengths and interests. Effective planning must show a clear understanding of pupils' aptitudes, needs, learning styles and prior learning, alongside the teacher's subject knowledge and the resources available.

There are three stages in our planning process:

Long term planning – a yearly overview of the whole curriculum, indicating what topics will be taught each term, and to which groups of pupils. This is reviewed on an annual basis.

Medium-term planning – a termly or half-termly plan for each subject, giving clear guidance on the aims and objectives for each topic.

Short-term planning – weekly plans completed by every teacher, setting out learning objectives and teaching and learning activities. When appropriate, detailed daily lesson plans may also be required.

Weekly planning must be submitted to the designated planning folder on the School's network by first thing each Monday morning. Medium-term plans must also be saved in the Prep School Schemes of Work folder each term. Weekly and termly plans are monitored regularly by the Assistant Head (Junior School), Assistant Head (Alice House) and the Senior Deputy Head (Academic), and periodically by PMG. Year group teams meet weekly to plan English, Maths, Science and WPD collaboratively.

5. Assessment

Further details of pupil assessment, including how assessment information is reported to parents, are set out in the Assessment Policy and Prep School Handbook.

6. Monitoring and Evaluation

Subject Leaders have an important role to play in the delivery of the curriculum. They should:

- Take the lead in policy development and the production of schemes of work to ensure progression and continuity in their subject throughout the school.
- Support colleagues in their development of detailed lesson plans and implementation of the schemes of work, organising relevant internal INSET, liaising with other staff as and when appropriate.
- Monitor pupils' progress in their subjects; carrying out work trawls, observing lessons, modelling lessons for other staff to observe and reviewing planning.
- Take responsibility for the purchase and organisation of resources.
- ☐ Keep up to date with recent developments in their curriculum area, including by attending relevant courses, and share key updates with staff.
- Arrange a variety of co-curricular activities to supplement the teaching in their subject, for example: visits to museums, theatres or other places of interest, visiting speakers and groups, residential visits, extra-curricular clubs.
- ☐ Liaise with Senior School Heads of Department to support smooth transition, ensure continuity and progression of learning, and develop links between the Junior School and Lower School.
- ☐ Review how their subject is taught in the Prep School and plan for improvement by writing annual subject development plans, taking account of the Whole School Development Plan. Subject Leaders should also regularly discuss and review their curriculum area and role with the Senior Deputy Head (Academic).

Meetings between staff are held regularly to discuss curriculum matters, whether in whole staff meetings, key stage meetings, year group meetings or subject related meetings.

7. Inclusion

Every effort is made within the Prep School Curriculum to ensure that curriculum content is age-appropriate and relevant to the aptitudes and needs of all pupils, including those with a Pupil Profile or identified special educational needs.

Effective screening measures are in place in each year group and pupils are closely monitored. Initial diagnostic assessment in VR, NVR, spelling and reading helps identify pupils who require specific support in literacy-related subjects. Teachers may also use professional judgement to identify pupils needing additional help. EAL pupils are identified at the beginning of each academic year, with relevant intervention and monitoring provided as necessary.

Pupils identified as requiring additional help with English receive support in small groups for one lesson per week, during a Curriculum Support lesson, during which the Learning and Curriculum Support Coordinator works closely with the subject teacher to help specific pupils master key skills and concepts. Curriculum Support is also provided to help pupils in the lowest Maths set once a week. Each pupil who has an Educational Psychologist's or Specialist Assessor's or medical report, identifying any specific learning difficulties, will have a Pupil Profile. The Pupil Profile will identify the particular areas of need and include strategies and targets to help future progress. Pupils with complex medical needs may also have a Pupil Profile to identify specific, appropriate support. Staff will also make individual judgements about the needs of some pupils on an individual basis, as appropriate, and judge how to adapt the curriculum to meet a specific pupil's needs.

Assessment data obtained at the beginning of each academic year helps identify very able pupils. Teachers use professional judgement to provide appropriate stretch and challenge. Underachievement is also highlighted, and these pupils are monitored and targeted. All teachers are made aware of pupils on the Learning Support register, as well as very able pupils, to help ensure that all children achieve their full potential. Pupil data is tracked as pupils progress through the Prep School.

8. Implementation of the Curriculum

When implementing and planning the curriculum, the following areas are considered carefully to promote effective delivery:

- The grouping of children, demonstrating an understanding of their aptitudes, needs and prior learning
- The deployment of staff
- The management of resources
- The employment of assessment and record keeping

- The monitoring of the curriculum
- The variety of teaching and learning styles and methods
- Effective classroom management, which ensures that pupils are encouraged to behave appropriately and responsibly, and which uses effective strategies for managing pupil behaviour.

9. Management and Leadership

The Prep Management Group, supported by the Subject Leaders, is responsible for the monitoring of the curriculum. They ensure that the long- and medium-term planning is completed, as set out in the Preparatory School Curriculum Policy. They also monitor short term planning and ensure, through lesson observations, book trawls, Departmental Reviews and discussions with Subject Leaders, that lessons are being taught as detailed in plans and that relevant learning objectives are set and achieved. The Prep School curriculum is reviewed annually.

EYFS Curriculum Policy

1. Rationale

At Solihull, every child deserves the best possible start in life and the support needed to fulfil their potential. A child's experience in the Early Years Foundation Stage has a significant impact on their future learning, development and confidence.

Early childhood education provides the essential foundation for all future learning. We therefore provide a socially and emotionally secure environment with a less formal atmosphere, in which the children are able to learn successfully and play purposefully.

The Early Years Foundation Stage framework underpins this provision and provides assurance that children's learning and development are planned, supported and assessed appropriately.

2. Aims

At Solihull we are committed to providing the very best individualised learning experiences for all children within the EYFS, and we aim to provide a secure, stimulating and positive learning environment where children can:

- Develop intellectually, socially and emotionally
- Develop curiosity in the world around us
- Develop a good moral judgement
- Develop good communication skills
- Become independent learners and creative thinkers
- Become happy and confident learners, with high self-esteem.

Staff in the Early Years Foundation Stage at Solihull aim to achieve these objectives by:

- Ensuring that every child is unique, equally valued and reaches their full potential
- Providing a safe, stimulating environment in which children learn
- Planning for and delivering a broad, balanced curriculum
- Recognising and recording individual children's progress and achievements

- Establishing a positive, on-going partnership with parents and families, acknowledging the vital role they play in their child's education

3. Admissions

The Early Years Foundation Stage, situated within Alice House, is organised into two age groups:

Nursery offers full- and part-time provision. Children may join the Nursery during the year in which they turn 4. The Nursery is staffed by a full-time qualified teacher, supported by teaching assistants with level 3 qualifications.

The children in Reception commence full time education in the September during the year in which they will turn 5.

4. Curriculum and Assessment

Children at Solihull follow the statutory framework for the EYFS. The EYFS curriculum is structured around the seven areas of learning and development, which guide planning, teaching and assessment throughout Nursery and Reception.

The three prime areas are communication and language, physical development, and personal, social and emotional development. The four specific areas are literacy, mathematics, understanding the world, and expressive arts and design.

Upon entry to Nursery and Reception, staff make baseline assessments based on their own observations and any information from a previous setting. During the first month in Reception, children also complete a baseline assessment in reading, phonics and Maths. Progress in all EYFS classes is then recorded through ongoing assessments and observations.

5. Planning

The EYFS employs a thematic approach to learning, using a yearly cross-curricular topic cycle. Weekly plans are based on evaluation of the previous week's work and the EYFS medium-term plans, and include objectives for each area of learning. Wherever possible, children's learning is supported by visits in the local environment and to other places of interest. In Nursery and Reception, specialist teaching is provided for Swimming, Music and PE.

6. The Learning Environment

Our aim is to provide a positive, stimulating, safe and well-planned environment, which is attractive and welcoming to all. The EYFS classrooms and the outdoor areas are the children's learning environment and are designed to maximise learning opportunities and reflect children's needs.

7. Home-School Links

We recognise the importance of parents and carers as the child's first educators and as active partners in their child's continuing education. We encourage regular communication, and parents are invited to discuss their child's progress with staff at termly parent open sessions.

Solihull also has an open-door policy for any concerns or issues parents may have. Parents of pupils in EYFS have the opportunity to attend curriculum workshops. These are very successful and give parents an insight into teaching methods used and how their child learns at school.

8. Reporting to Parents

In September, parents of all EYFS children are invited to a welcome meeting during the first weeks of term. This gives parents a brief outline of the curriculum, school day and expectations for the year. Written reports are sent home in the Summer Term, and parents' consultation evenings are held in the Christmas and Easter terms.

9. Inclusion

We aim to create a climate of awareness and respect for racial, cultural, social and religious differences within the school. Provision is made to ensure that all children have equal access to the curriculum, including children with special educational needs, children from different cultural backgrounds and children for whom English is an additional language. Children with EAL are generally supported within classroom activities.

Early identification of special educational needs can minimise difficulties in later schooling. In the Early Years Foundation Stage, staff closely monitor the progress of any children with special educational needs and work in partnership with parents and outside agencies as necessary.

10. Health and Safety

There are a number of health and safety issues specific to the Early Years Foundation Stage; for all other issues reference should be made to the School's Health and Safety Policy.

- On educational visits adult: child ratios are adhered to.
- Resources and equipment are regularly checked and maintained for safety.
- When children play outside in the summer, care is taken to avoid overexposure to the sun. Parents are asked to apply sunscreen and provide a sun hat and water bottle.

11. Management and Leadership

- The Head of EYFS, supported by the Assistant Head (Alice House) and Senior Deputy Head (Academic), is responsible for the monitoring of the EYFS curriculum. They ensure that the long- and medium-term planning is completed, as set out in the Preparatory School Curriculum Policy. They also monitor short-term planning and ensure, through lesson observations, work trawls and discussions with EYFS staff, that lessons are taught as detailed in plans and that relevant learning objectives are set and achieved. The Prep School curriculum is reviewed annually.

Michael Jones
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September 2026