



Curriculum Policy

Reviewer: Charlotte Webb

Approver: Tom O'Sullivan

Reviewed: September 2025

Next Review: September 2026

Policy Statement

The curriculum, teaching and learning at Cheltenham College Preparatory School shall:

- Supply full-time supervised education for pupils 3-13 years old
- Be broad and balanced
- Contribute effectively to the intellectual, physical, personal attainment and development of the pupils
- Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
- Be underpinned by our Key Skills and Attributes, and Building Learning Power (BLP) principles which help develop pupils as learners
- Teach subject matter appropriate for the ages, gender, backgrounds and aptitudes of pupils, including those pupils with a statement of additional learning needs (ALN)
- Enable pupils to acquire skills in speaking and listening, literacy and numeracy and ICT
- Provide for personal, social and health education which reflects the College's aims and ethos, and our commitment to KCSIE
- Provide for appropriate careers and higher education guidance
- Provide a programme of activities to those pupils below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- Provide a programme of activities suited to the needs of pupils above compulsory school age
- Enable pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- Be enriched by extra- and co-curricular activities through optional and timetabled activity sessions
- Give all pupils the opportunity to learn, make progress and access their full academic potential
- Foster in pupils a sense of delight in the life of the mind and the application of intellectual, physical or creative, interest in their learning, and the ability to think and learn for themselves
- Involve well-planned lessons, effective teaching methods, suitable activities and wise management of classroom time to expedite pupil progress
- Show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons
- Ensure that teachers possess appropriate knowledge and understanding of the subjects they teach
- Be based on classroom resources of an adequate quality, quantity and range
- Ensure regular and thorough assessment of pupils' learning
- Includes regular feedback to pupils, through a range of methods, to help close the gap in pupil learning

- Ensure that effective strategies are in place for managing pupil behaviour and encouraging responsible behaviour
- Provide adequate preparation for the opportunities, responsibilities and experiences of adult life
- Involve parents in their child's education through regular reporting of attitude to learning, attainment and target setting (relevant to the age of the pupils)
- Encourage pupils to use ICT safely and appropriately to enhance, enrich and give depth and breadth to their learning. **(Refer to Acceptable Use Policy)**
- Be subject to on-going evaluation and review by the Council Education Committee, Head, Deputy Head (Academic), the Director of Studies, the Heads of Departments and other committees as appropriate.

Respect for Fundamental British Values

All staff have a duty to promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Notably, we must prevent the political indoctrination of pupils through the curriculum. The aim is not to prevent pupils from being expressed to political views - they should be. However, pupils should not be actively encouraged by teachers or others to support particular political viewpoints. This is not restricted to support for political parties. In addition, schools have a duty to encourage respect for alternative lifestyles, even if staff or pupils would not choose the lifestyle for themselves. This covers the protected characteristics defined by the 2010 Equality Act:

It is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin
- religion, belief or lack of religion/belief
- sex
- sexual orientation

At Cheltenham College Prep School we strive to ensure that every pupil reaches his or her true academic potential. From the beginning, in the Foundation Stage, staff are fostering the development of pupils' intellectual curiosity, ensuring academic rigour and encouraging children's ability to learn independently.

Although the curriculum at The Prep is based largely on the National Curriculum, in many respects it reaches far beyond. All areas of the school benefit from the expertise of specialist subject teachers – with PE and Swimming, Sport, Modern Language, Drama, Wellbeing and Music specialists teaching in Pre-Prep (Foundation Stage and Key Stage one), and in Lower School (National Curriculum Years 3 and 4). Once the pupils enter Year 5 subject specialists teach more of the curriculum and in Year 6, nearly all of the academic lessons are delivered by specialist teachers. On entering Upper School (Year 7 and Year 8) the pupils either work towards the Independent Schools Examination Board (ISEB) Common Entrance examinations in some subjects and a Cheltenham College curriculum and assessment in others, or Scholarship exams for entry to the 13+ senior school of their choice. Although many pupils continue to Cheltenham College we also prepare pupils for entry to a variety of schools such as Eton, Marlborough, Cheltenham Ladies' College, Radley and Sherborne. **(Refer to yearly overviews of the curriculum)**

EYFS - Pupils in Foundation Stage 1 (The Nursery School) and Foundation Stage 2 (Reception) follow the Early Years Foundation Stage Framework closely. **(Refer to EYFS Policy)**

The Timetable

The Timetable is spread over 5 days for all pupils from Nursery School to Year 8. For Years 5-8, the day is split into lessons of 35 minutes with some subjects being taught in double periods. Pupils in Pre-Prep and Lower School have a timetable structured to meet the needs of their age phase. All pupils from Years 3 to 8 are expected to represent the school in matches on Saturday morning, if selected for a team, and all are expected to attend House Events scheduled on Saturday mornings.

Years 5-8

	Mon	Tue	Wed	Thurs	Fri
0815-0845	Reg & HM Assembly	Form Period	Reg & House Meetings	Cong Prac/ Section Meetings	Form Period
0845-0920	Lessons	Lessons	Lessons	Lessons	Lessons
0920-0955	Lessons	Lessons	Lessons	Lessons	Lessons
0955-1030	Lessons	Lessons	Lessons	Lessons	Lessons
1030-1105	Lessons	Lessons	Lessons	Lessons	Lessons
1105-1130	Break	Break	Break	Break	Break
1130-1205	Lessons	Lessons	Lessons	Lessons	Lessons
1205-1240	Lessons	Lessons	Lessons Afternoon Registration	Lessons	Lessons
1240-1355	Lunch and Break	Lunch and Break	Lunch and Break	Lunch and Break	Lessons
					Lunch and Break
1345 – 1355	Registration/ Form Teacher Time	Registration/ Form Teacher Time		Registration/ Form Teacher Time	Registration/ Form Teacher Time
1355-1430	Lessons/ Games	Lessons	Matches	Lessons	Chapel 1400-1430
1430-1505	Lessons/ Games	Lessons		Lessons	Games

1505-1515	Games/ B & D	Bun & Drink		Bun & Drink	Games
1515-1550	Lessons/ Games	Lessons		Lessons	Games
1550-1625	Lessons/ Games	Lessons		Lessons	Games
1630-1700	Prep	Prep		Prep	Prep
1700-1800	Clubs	Clubs		Clubs	Clubs
Pre-Prep Lunch at 1200. Lower School Lunch at 12.30					

Years 3-4 (sample)

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PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
08:00 - 08:10	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL	ARRIVAL	SPORTS FIXTURE
08:10 - 08:15	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION	SPORTS FIXTURE
08:15 - 08:45	HM ASSEMBLY	LS ASSEMBLY	HOUSE ASSEMBLY	CTP	WAKE AND SHAKE	SPORTS FIXTURE
08:45 - 09:00	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	SPORTS FIXTURE
09:00 - 09:15	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	SPORTS FIXTURE
09:15 - 09:30	ENGLISH	MATHS	ENGLISH	ENGLISH	ENGLISH	SPORTS FIXTURE
09:30 - 09:40	ENGLISH	MATHS	ENGLISH	ENGLISH	ENGLISH	SPORTS FIXTURE
09:40 - 09:50	BREAK & SNACK	BREAK & SNACK	BREAK & SNACK	BREAK & SNACK	BREAK & SNACK	SPORTS FIXTURE
09:50 - 10:10	MATHS	P.E & SWIM	MATHS	MATHS	MATHS	SPORTS FIXTURE
10:10 - 10:15	MATHS	P.E & SWIM	MATHS	MATHS	MATHS	SPORTS FIXTURE
10:15 - 10:30	MATHS	P.E & SWIM	MATHS	MATHS	MATHS	SPORTS FIXTURE
10:30 - 10:45	MATHS	P.E & SWIM	MATHS	MATHS	MATHS	SPORTS FIXTURE
10:45 - 11:05	READ	P.E & SWIM	READ	READ	READ	SPORTS FIXTURE
11:05 - 11:30	BREKTIME	BREKTIME	BREKTIME	BREKTIME	BREKTIME	SPORTS FIXTURE
11:30 - 11:45	GAMES	MUSIC	COMPUTING	GAMES	CONG PRACTICE	SPORTS FIXTURE
11:45 - 12:00	GAMES	MUSIC	COMPUTING	GAMES	CONG PRACTICE	SPORTS FIXTURE
12:00 - 12:15	GAMES	TOPIC	COMPUTING	GAMES	READ	SPORTS FIXTURE
12:15 - 12:30	GAMES	TOPIC	COMPUTING	GAMES	RS	SPORTS FIXTURE
12:30 - 12:50	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	SPORTS FIXTURE
12:50 - 13:30	BREKTIME	BREKTIME	BREKTIME	BREKTIME	BREKTIME	SPORTS FIXTURE
13:30 - 13:45	THRIVE	TOPIC	GAMES	SCIENCE	BREKTIME	
13:45 - 14:00	THRIVE	TOPIC	OUTDOOR ED	SCIENCE	RS	
14:00 - 14:15	DRAMA	TOPIC	GAMES	SCIENCE	RS	
14:15 - 14:30	DRAMA	TOPIC	OUTDOOR ED	SCIENCE	CHAPEL	
14:30 - 14:45	MUSIC	TOPIC	GAMES	SCIENCE	CHAPEL	
14:45 - 15:00	MUSIC	TOPIC	OUTDOOR ED	SCIENCE	CHAPEL	
15:00 - 15:15	ART	TOPIC	GAMES	FRENCH	CTP	
15:15 - 15:30	ART	TOPIC	OUTDOOR ED	FRENCH	CTP	
15:30 - 15:45	ART	TOPIC	GAMES	FRENCH	CTP	
15:45 - 16:00	ART	TOPIC	OUTDOOR ED	FRENCH	STORYTIME & SNACK	

(Outdoor Education and Games fixtures alternate weekly on a Wednesday afternoon)

Pre-Prep

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00-8.40	Morning Activities & Registration	Morning Activities & Registration	Morning Activities & Registration	Morning Activities & Registration	Morning Activities & Registration
8.40-9.00	Assembly	Reading	Assembly	Reading	Reading
9.00-9.45	Lessons	Lessons	Lessons	Lessons	Lessons
9.45-10.00	Story & Snack	Story & Snack	Story & Snack	Story & Snack	Story & Snack
10.00-11.00	Lessons	Lessons	Lessons	Lessons	Lessons
11.00-11.30	Morning Breaktime				
11.30-12.00	Lessons	Lessons	Lessons	Lessons	Lessons
12.00-12.30	Lunchtime				
12.30-1.15	Afternoon Breaktime				
1.15-1.30			Lessons		
1.30-1.45					
1.45-2.00					
2.00-2.15					
2.15-2.30					
2.30-2.45					
2.45-3.00					
3.00-3.15					
3.15-3.30		Cong Prac		Assembly	Superstar Assembly
3.30-4.00	Collection & Prep	Collection & Prep	Collection & Prep	Collection & Prep	Collection & Prep
4.00-5.00	Snack & Club	Snack & Club	Snack & Club	Snack & Club	Snack & Club
5.00-6.00	Tea & late Stay	Tea & late Stay	Tea & late Stay	Tea & late Stay	Tea & late Stay

Setting

Cheltenham Prep places pupils in ability sets/groups for subjects to ensure that pupils are working at the pace and level of challenge appropriate for them. This begins with some initial grouping in Phonics and Numeracy in Pre-Prep, as appropriate, and continues throughout the school in an increasing number of subjects. The structure of setting arrangements enables flexibility to meet the needs of individuals and cohorts within individual subjects. For instance, English may choose to structure sets with two top sets and two parallel lower sets. Science, however, may choose to have a top and bottom set and two parallel middle sets. The aim of all structures is to optimise pupil progress. By Year 8 a pupil will be placed in sets for most examined subjects and a set is created for those working towards academic scholarship exams. The pupils selected to attempt an academic scholarship are working to an earlier exam timeframe and to an extended syllabus, therefore a separate group is required to ensure that they have covered the right material and are ready to face their exams in good time.

Although avoided as far as possible, some subjects may be tied into setting based on another subject. For instance, children might be taught Art and DT in their French groups. Where this happened, languages should lead setting decisions with excellent differentiation being used to ensure individualised learning in those tied subjects.

The decision to place a pupil in a particular set is made to enable him or her to get the best support relative to his or her ability in the subject. Sometimes, a class teacher will feel that a pupil would be better served by changing set; this may follow assessments or exams sat by the entire year group but the decision to move a child will not be based solely on such data. Moving a pupil 'down' a set is never a punishment. It is only done when the teacher and the Head of Department consider that the pupil will be better supported in his or her learning by moving at a slightly slower pace, with a different member of staff, or in a different cohort. Parents are asked to trust The Prep's professional judgement in such matters; we do not take these decisions lightly.

When a pupil changes set, the Head of Department will inform the parents and then discuss the proposed change with the pupil so that he or she understands the reasons for moving set. If parents are dissatisfied with such a decision, they should contact the relevant Head of Department or the Deputy Head (Academic). However, it should be re-emphasised that any change of set should leave a pupil in a better position to achieve, through working in a context more appropriate to his or her ability in the subject.