

# Bassett House School

## S2ai – Curriculum and Teaching & Learning Policy

Revised September 2025



### Executive Summary

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This policy aims to define the role of the curriculum at Bassett House School. It details how children learn and the expectations for how teachers teach. It ensures all pupils have the opportunity to make the best possible progress during their time at the School. This is in line with the school's aim, **"To enable and inspire children to be the best that they can be"**.

This policy applies to the whole school, including the Early Years Foundation Stage (EYFS).

### Context

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At Bassett House School we offer a broad-based curriculum, including extra-curricular activities to enable children to acquire knowledge and skills. The curriculum ensures that every child has the opportunity to thrive and achieve in all areas of school life. Throughout the academic year, both class and subject teachers plan school trips and invite guest speakers into school to provide pupils with a wide range of experiences.

We aim to ensure we create a dynamic curriculum that equips each pupil – regardless of their abilities – with the skills and knowledge to succeed in life. Teachers use a range of tools to assess learning, enabling them to plan future lessons that build on progress and close gaps in attainment, knowledge and understanding. Outcomes are shared with parents through termly reports and parents' evenings, and opportunities for informal conversations and correspondence are actively encouraged outside these demarcated points in the academic year.

This policy is the first point of reference, in conjunction with the Early Years Curriculum Policy, for all matters relating to Teaching & Learning. It should be read in conjunction with SEND Policy.

### Organisation

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Our curriculum is organised into three stages:

Early Years Foundation Stage	Ages 2 – 5	(Nursery and Reception)
Key Stage 1	Ages 5 – 7	(Year 1 and Year 2)
Key Stage 2	Ages 7 – 11	(Years 3, 4, 5 and 6)

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## Curriculum Aims

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Through our teaching at Bassett House we aim to provide a curriculum which:

- is stimulating, rich and varied, accessible to all pupils and learning styles.
- promotes and celebrates core values of Commitment, Courage and Compassion; and offers opportunity for children to fulfil the school's aim, 'to be the best that you can be'.
- Uses the National Curriculum as a foundation, while going beyond its requirements to broaden horizons and inspire intellectual curiosity.
- is enriched by technology, educational visits, workshops and a strong co-curricular programme.
- harnesses staff expertise and passions to provide breadth and depth of opportunity.
- builds self-esteem, confidence and transferable skills for life-long learning.
- prepares pupils for the next stage in their education and their role as active citizens.
- enables children to become independent, collaborative learners with a clear sense of their place in the world.

## Early Years Foundation Stage (EYFS)

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EYFS is for children in Nursery and Reception, at Bassett House School we follow the Early Years Foundation Stage Curriculum (2025) as a basis and look to extend beyond it when and where appropriate. We also incorporate the non-statutory guidance "Development Matters". Detailed information can be seen in our Early Years Curriculum Policy.

The EYFS incorporates seven areas of learning, which are important for children's learning and development. Three areas are particularly important for building a foundation for children's love of learning and development.

These prime areas are: Communication and Language, Physical Development and Personal, Social and Emotional Development. There are four specific areas, through which the prime areas are strengthened and applied. These are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

We teach using a balance of adult-led and child-initiated activities, providing opportunities for children to develop a range of skills and competencies. Our rich curriculum offering allows children to work towards the Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

## Key Stages 1 and 2

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Through subject matter appropriate for their age and aptitude, pupils are given experience in linguistic, mathematical, scientific, technological, human and social, aesthetic and creative, and physical education.

From Year 1, the curriculum follows and extends the National Curriculum. Some pupils follow the examination syllabus for 11+ examinations. The curriculum is broad and balanced with a sound emphasis on academic subjects. We describe ourselves as an arts-rich school and so place important emphasis on the creative subjects.

Curriculum plans, schemes of work, educational visits and cocurricular opportunities take into account the ages, aptitudes and needs of all pupils. Where a pupil has an education health and care plan (EHCP) education is provided which fulfils their needs. Whilst policy and plans reference these, specific experiences and learning are tailored to each individual EHCP.

### Curriculum Structure:

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All children are offered an age and developmentally appropriate curriculum. Most lessons are 30 minutes or one hour. The allocation of curriculum time (in hours) across the week is as follows:

	Y1	Y2	Y3	Y4	Y5	Y6
English	6.25	6.25	5.5	5.5	5.5	5.5
Mathematics	5.75	4.75	5.5	5	5.5	5.5
Science	1.25	1.25	1.5	1.5	1	1.5
PSHE	1	1	1	1	1	1
Geography	1	1	0.75	0.75	0.75	0.75
History	0.75	1	0.75	0.75	1	0.75
RE	0.5	0.5	0.5	0.5	0.5	0.5
Art	1.25	1.25	1.25	1.33	1.5	1.5
PE & Games	2.75	2.75	2.75	2.75	2.75	2.75
Drama	0.5	0.5	0.5	0.5	0.5	0.5
French	0.5	0.5	0.75	0.75	0.75	0.75
Latin	-	-	-	0.5	0.5	0.5
Computing	0.75	0.75	1	1	1	1
Music	1	1	1	1	1	1

The Deputy Head – Teaching & Learning, in conjunction with the Head, ensure that the timetable is devised to ensure a balance of subjects and their time allocations are appropriate.

The timetable is reviewed annually. Subject Development Plans are reviewed by subject leads in conjunction with the Deputy Head and Head.

Timetables are shared with teaching staff in advance of the new academic year. This is shared in an age-appropriate way with all children so that they know the structure of their day and week.

Timetables are shared with parents at the start of the academic year. They are available with Staff Portal under [2. Academic](#)

## Schemes of Work:

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In line with our Curriculum Aims, the National Curriculum is the foundation for our learning. Teachers are reminded of how and where to access the N.C. at the beginning of the academic year.

This is supplemented through a number of recognised and endorsed schemes. This enables teachers to plan and deliver lessons with consistency across the school, and ensures there is coverage of key topics in the foundation subjects.

We adopt the Read, Write, Inc approach to the teaching of systematic synthetic phonics across the school. English follows and extends upon the National Curriculum and is supported with Hamilton Trust. In addition, we use CGP workbooks from Year 1 and above to consolidate pupils' learning and ensure there is consistency of approach. We avoid using worksheets from a range of online sources since these can be unreliable, inaccurate and of poor quality.

We base our mathematics teaching on the White Rose Scheme. Children may also use online tools such as: Mangahigh, Times Tables Rockstars and Atom Learning to enable practice, confidence and fluency in number facts and recall.

French teaching uses the framework of Language Angels.

PSHE teaching follows the National Curriculum and is enhanced through use of high-quality resources from: Jigsaw, Kapow, and the PSHE Association.

We use Atom Learning for the basis of Reasoning lessons in Years 4 – 6. It is an online learning platform that also covers English, Mathematics and Science. It provides pupils with a broad range of high-quality, age-appropriate questions that develop problem-solving and higher-order thinking skills. In Years 5 and 6, it is also used to support the 11+ entry examination processes. Reasoning in Year 3 uses CGP books.

Science follows the National Curriculum and is extended through use of Developing Experts.

# Curriculum Planning

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Curriculum planning involves all members of the teaching staff throughout the whole school. Planning ensures there is progression and continuity in learning as a child progresses through their school journey. Pupils are taught in mixed ability classes and a variety of teaching and learning methods are implemented to adapt to the needs of each individual child. Differentiation is shown within individual lesson plans.

A strong curriculum is founded upon rigorous planning that is age and developmentally appropriate.

As such, the curriculum:

- establishes cross curricular links between subjects
- builds on the interests and prior knowledge of the children
- shows a clear development of the acquisition of skills through the years from Reception to Year 6

The school uses three levels of planning:

- Long term plans – maps the academic year ahead which are shared with parents in September. These are referred to as Curriculum Overviews and are also published on the School website.
- Medium term plans – written by the subject teachers, every term, focusing on the week's topics
- Individual lesson plans – written by the teacher before every lesson and reviewed after it. Effective planning should be informed by appropriate assessments. Refer to The Assessment section of this policy.

All lessons plans should have a clear learning objective, which is shared with the children, shown by 'We Are Learning To' (WALT) (for EYFS to Year 2) or Learning Objective (L.O.) (for Years 3 and above).

Senior Leaders provide a strategic lead and direction for long term lesson plans. They review the curriculum termly and carry out work and planning scrutinies for quality assurance. Senior leaders also support colleagues with their subject knowledge, ensuring there is clear pupil progression both within year groups and throughout all stages of children's learning.

In addition, Subject leaders play a vital role in shaping and maintaining the quality of teaching and learning within their area. They provide expertise, support and direction for colleagues, ensuring that curriculum planning is well sequenced, resourced and delivered effectively. Subject leaders monitor standards, share best practice, and champion innovation, while also fostering enthusiasm and curiosity among pupils. In a prep school context, they help to ensure breadth, balance and continuity, preparing children for the next stage of their education.

## Monitoring

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Reflection, evaluation and assessment of teaching and planning is essential for development of the curriculum.

There are formal observations that take place in each term. Feedback is given as soon after the observation has taken place as possible and should be written down.

Book Looks and Work Scrutinises are to be monitored by the Deputy Head (Teaching & Learning) and the Head. These will be clearly marked in the school calendar, ahead of time, and feedback will be given.

## Reporting on children's progress:

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Assessment informs teachers' practice and is a key part of teaching and learning. We follow a 'Plan, Do, Check, Act' model.

Assessments enable insights into each child's current achievement and academic potential. Both formative and summative forms of assessment are used on a regular basis to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of each individual pupil and use this to inform their planning of future lessons. For more information about Assessment, please refer to the school's Assessment Policy.

Parents' Evenings are an opportunity for teachers to meet parents and discuss a child's individual progress, strengths and areas for development. These are held in the first half of the Autumn Term, and the second half of the Spring Term. Parents are encouraged to meet regularly with class teachers, subject specialists, and members of the Senior Leadership Team regularly.

Parents of children in Reception have the opportunity for an additional informal meeting in the second half of the Autumn Term.

All children receive a full End of Year Report in the final week of the Summer Term. Parents of children in Year 1 and above receive a smaller, written report in the final week of the Autumn Term. Reports give clear and targeted information on each child's progress and their areas for development.

Bassett House School is non-selective, therefore, there are no tests upon entry. In-year admissions are informally assessed during a taster day, to ensure each child will be able to access the curriculum on point of entry. Further information can be found in the school's Admissions Policy.

## Additional Needs

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Staff and pupils are supported by the school's Special Educational Needs & Disabilities Co-ordinator (SENDCo). The SENDCo liaises with staff, pupils and parents to create learning plans. Teachers follow the graduated approach when working with children who have additional learning needs. Teachers employ a range of strategies to ensure that all children can access the curriculum. Further information can be found in the SEND Policy.

Alongside this, the school has an English as an Additional Language co-ordinator and a More Able and Talented (MAT) co-ordinator.

## Fundamental British Values

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We actively promote and enhance the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Personal, Social, Health, Education (PSHE) topics reflect the school's aims and ethos and encourage respect for other people, including those with protected characteristics. These lessons support pupils' preparation for their role in wider society.

## Review

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<b>Policy reviewed</b>	September 2025
<b>Policy agreed and adopted by governors</b>	September 2025
<b>Next policy review</b>	September 2026