

COGNITA



Curriculum Policy

Alleyn's Hampstead Nursery & Junior School

September 2026
UK

1. Introduction

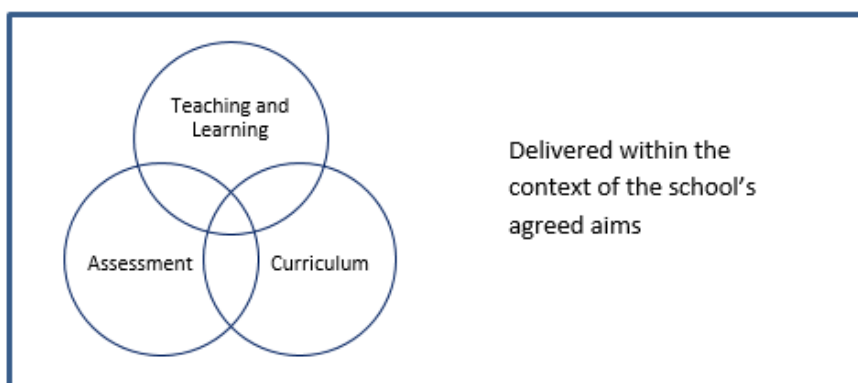
1.1 At Alleyn's Hampstead, the curriculum is understood as the total planned learning experience of every child. It includes taught lessons, continuous provision, routines, relationships, assemblies, visits, performances, child leadership, co-curricular activities and the wider culture of the school.

1.2 Our curriculum supports the school's ethos and the following school aims:

- Create a dynamic learning environment in which all children discover their individual pathway to academic success.
- Equip young people with the confidence, humility and resilience to thrive in everything they do.
- Empower young people to be creative, inspired and able to inspire others.
- Nurture strong relationships within an inclusive and empathetic community.

1.3 This policy applies to all children at Alleyn's Hampstead Nursery & Junior School, including children in the Early Years Foundation Stage (EYFS). In 2026-27, the school's taught provision extends from Nursery to Year 3; the principles in this policy will also apply to additional year groups as the Junior School continues to grow.

1.4 A well-structured and coherent curriculum is a fundamental element of the tripartite of education that underpins all successful schools and includes Teaching, Learning and Assessment as in the following model:



1.5 We believe in lifelong, active learning and in the capacity of both children and adults to learn new things every day. Learning should be purposeful, rewarding and enjoyable. Through a broad, balanced, ambitious and holistic curriculum, children acquire the knowledge, skills, understanding and dispositions needed to make informed choices, contribute to their communities and move confidently to the next stage of education.

1.6 Our curriculum is designed to be rich, varied and creative. It is coherent across year groups, carefully sequenced and responsive to children's different starting points, needs and interests. It broadly follows, and deliberately goes beyond, the National Curriculum where this enriches children's learning.

1.7 Through the curriculum, we aim to:

- secure strong foundations in communication, language, literacy, oracy, mathematics and scientific understanding;
- develop children's capacity for independent, collaborative and critical thinking;
- inspire intellectual curiosity, creativity, imagination and a genuine love of learning;

- promote self-awareness, self-regulation, resilience and confidence without arrogance;
- enable children to take appropriate academic risks, ask thoughtful questions, debate ideas and learn constructively from mistakes;
- promote and celebrate the school's Learning Dispositions and ROCCK values of Respect, Opportunity, Curiosity, Courage and Kindness;
- use the expertise and passions of staff, including specialist teachers, to deepen and broaden children's experiences;
- use technology purposefully to enhance learning rather than simply replace established methods;
- provide meaningful opportunities for first-hand learning through visits, workshops, performances, outdoor learning and engagement with the wider community;
- ensure that every child can access an ambitious curriculum and is supported and challenged to make strong progress; and
- prepare children effectively for the opportunities, responsibilities and experiences of life in modern British society.

1.8 The fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance are actively promoted in every aspect of school life.

1.9 Our curriculum is compliant with the following regulatory requirements as outlined in the Independent School Standards:

The written policy, plans and schemes of work:–

- (i) take into account the ages, aptitudes and needs of all children, including those children with an EHC plan; and
- (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school is committed to ensuring:

- (a) full-time supervised education for children of compulsory school age (construed in accordance with section 8 of the Education Act (1996), which gives children experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) that children acquire speaking, listening, literacy and numeracy skills;
- (c) personal, social, health and economic education which:
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- (d) for children receiving secondary education, access to accurate, up-to-date careers guidance that–
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options;
 - (iii) helps to encourage them to fulfil their potential. The school has a separate careers guidance policy.
- (e) where the school has children below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
- (f) that all children have the opportunity to learn and make progress and
- (g) effective preparation of children for the opportunities, responsibilities and experiences of life in British society.

2. The Taught Curriculum

- 2.1 All children are offered an age- and developmentally appropriate curriculum. The curriculum gives children experience across linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative disciplines. It is strengthened by the school's distinctive provision:
- AEQ (Alleyn's Emotional Quotient), which develops personal, social, emotional and character education, including Relationships Education and age-appropriate RSE;
 - AiQ (Alleyn's Intelligence Quotient), which develops digital fluency, computational thinking, creativity and thoughtful, ethical engagement with technology;
 - All In, the school's co-curricular programme, which broadens children's interests, talents and experiences; and
 - the Learning Dispositions and ROCCK values, which provide a shared language for learning, character and community.
- 2.2 Each curriculum area is overseen by a Subject Coordinator, who is responsible for the quality, coherence and development of the subject across the school. Subject handbooks set out agreed approaches, progression and expectations. These are reviewed annually, and Subject Development Plans inform the School Development Plan.
- 2.3 Class teachers retain responsibility for the progress of children in their classes. Where possible, form teachers teach English, mathematics and science, with specialist teaching enhancing areas such as languages, music, physical education and games, swimming, dance, drama, art and design, and computing.
- 2.4 The Early Years is a very important stage in a child's development. Our EYFS curriculum is designed to give every child a secure, happy and ambitious start. It recognises that children learn and develop at different rates and that effective Early Years practice combines play, adult modelling, observation of others, purposeful interaction and adult-guided learning.

Provision addresses the three prime areas of communication and language; personal, social and emotional development; and physical development, together with the four specific areas of literacy; mathematics; understanding the world; and expressive arts and design.

In the EYFS:

- children learn through a carefully planned balance of child-initiated and adult-guided experiences;
- continuous provision indoors and outdoors enables children to revisit, practise and apply knowledge and skills in different contexts;
- planning takes account of children's interests, prior experiences, developmental needs and the intended progression within each area of learning;
- high-quality interactions, stories, songs, talk, play and first-hand experiences are central to learning;
- observation and assessment are used proportionately to identify progress, interests, possible barriers and appropriate next steps; and
- partnership with parents and carers supports continuity between home and school and effective transition into Key Stage 1.

2.5 From Year 1, the curriculum broadly follows and extends the National Curriculum. A strong emphasis on English, mathematics and science sits within a broad programme that includes history, geography, religion and philosophy, computing and AiQ, art and design, music, physical education and games, swimming, dance, drama, modern foreign languages and AEQ.

2.6 Knowledge, skills and understanding are sequenced so that children revisit important ideas, make increasingly sophisticated connections and apply their learning with growing independence. Cross-curricular links are used where they deepen understanding and do not weaken the integrity or progression of individual subjects.

2.7 By the end of each year, children should be well prepared for the demands of the next stage. By the time they leave the school, they should demonstrate secure foundations, intellectual curiosity, confidence, resilience and a broad range of interests that extend beyond the classroom.

2.8 The taught curriculum is founded on rigorous, proportionate planning that is age- and developmentally appropriate, builds on prior learning and makes progression explicit. Planning operates at three connected levels:

- Long-term planning, led by Subject Coordinators, identifies the intended content, sequence, progression and broad assessment opportunities for each year group.
- Medium-term planning is developed by teachers in collaboration with Subject Coordinators using agreed school templates. It identifies key knowledge, skills, vocabulary, resources, links and expected outcomes.
- Lesson-level planning is prepared by teachers in a form that best supports effective practice. It should be sufficiently detailed to secure clear learning intentions, appropriate challenge, responsive teaching and effective use of adults and resources.

see 2.9 and includes deliberate opportunities to retrieve prior learning, address misconceptions, practise and apply new learning, reflect on progress and transfer knowledge and skills to new contexts.

Parallel form teachers meet regularly to plan and review provision together. Teachers who teach the same subject or year group also collaborate so that children receive a consistently high-quality educational experience while allowing teachers to respond to the needs of their classes.

2.9 Assessment is an integral part of teaching and learning. Formative and summative assessment are complementary: both are used to understand children's starting points, identify what has been learned, reveal misconceptions, inform responsive teaching and determine appropriate next steps.

Teachers use questioning, observation, discussion, review of work, self- and peer assessment, and age-appropriate success criteria to gather evidence during learning. Summative assessments, including Quest assessments in English and mathematics from Reception to Year 3 where appropriate, provide additional information about attainment and progress.

In the EYFS, assessment is rooted in knowledge of the child and day-to-day observation, alongside the statutory assessment requirements. Assessment should be proportionate and should not detract from high-quality interaction and teaching.

Assessment information is analysed by teachers, Subject Coordinators, the Inclusion Team and school leaders. It is used formatively to refine curriculum planning, provide support or challenge, evaluate the impact of provision and communicate clearly with children and parents. Further detail is set out in the Assessment and Reporting Policy.

- 2.10 Our curriculum will ensure that by the time they have completed their time with us, all children are able to demonstrate the knowledge, skills and understanding to enable them to move onto the next stage of their education at the highest level.

Pupils should experience an appropriate balance of:

- explicit instruction, modelling, explanation and guided practice;
- investigation, enquiry, research and problem-solving;
- whole-class, group, paired and independent learning;
- open-ended and thought-provoking questioning, with appropriate thinking time;
- practical, concrete and first-hand experiences;
- debate, discussion, role-play, presentation, designing, making and performance;
- fieldwork, educational visits and engagement with experts and the wider community;
- purposeful self-review, peer review and reflection on learning; and
- creative and appropriate use of digital technology.

Teachers share learning intentions and indicators of success in an age-appropriate way, where these support learning. They give clear developmental feedback, create opportunities for children to respond and adapt teaching in light of what children know, understand and can do.

Learning environments should be welcoming, inclusive and purposeful. Displays, books, resources and technology should stimulate curiosity, celebrate learning and support children's independence.

1 SEND and EAL

- 2.11 Our curriculum is inclusive and ambitious for every child. Teachers plan for the full range of attainment and need, working closely with the Learning Support and SENCO to identify and reduce barriers to learning.

Inclusive curriculum practice includes:

- adaptive teaching based on secure knowledge of children's starting points, strengths and needs;
- appropriate scaffolding, modelling, questioning, resources, grouping and use of adults;
- reasonable adjustments for disabled children and children with SEND, including those with an EHC plan;
- support for children who speak English as an additional language without reducing curricular ambition;
- additional challenge, depth and enrichment for children who are ready to move beyond the expected curriculum;
- careful monitoring of participation, progress and curriculum access for different groups; and
- targeted intervention that supplements, rather than unnecessarily narrows or replaces, entitlement to the core curriculum.

All children are encouraged to participate fully in the life of the school. Curriculum content, resources and teaching approaches promote equality, challenge stereotypes and foster respect for the protected characteristics set out in the Equality Act 2010.

- 2.12 Further details of this provision can be found in our SEND and EAL policies.

3 Spiritual, Moral, Social and Cultural Development of Pupils

3.1 Our policy follows the advice given by the DfE in the non-statutory guidance of November 2014 and meets the requirements of the Independent School Standards. Aspects of SMSC are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone. The school:

- a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- b) ensures that principles are actively promoted which:
 - enable children to develop their self-knowledge, self-esteem and self-confidence;
 - Enable children to distinguish right from wrong and to respect the civil and criminal law of England;
 - encourage children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - enable children to acquire a broad general knowledge of and respect for public institutions and services in England;
 - enables children to acquire an appreciation of and respect for their own and other cultures;
 - encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - encourages respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of children—
 - (i) while they are in attendance at the school,
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views.

3.2 Discriminatory or extremist opinions or behaviours are challenged as a matter of routine.

3.3 In addition, our approach to SMSC ensures that all children will develop an:

- understanding of how citizens can influence decision-making through the democratic process;
- appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others, such as the courts, maintain independence;
- understanding that the freedom to hold other faiths and beliefs is protected in law;

- acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- understanding of the importance of identifying and combatting discrimination.

4 Religious Education and PSHEE

4.1 In accordance with the Independent School Standards, all children of compulsory school age receiving primary education are provided with Relationships Education. The school also provides a progressive and age-appropriate programme of Personal, Social, Health and Economic Education through AEQ (Alley's Emotional Quotient). This reflects the school's aims and ethos and encourages respect for others, with particular regard to the protected characteristics set out in the Equality Act 2010.

4.2 AEQ is delivered through a planned weekly lesson and is reinforced through the wider curriculum, assemblies, pastoral provision and daily school life. The programme includes age-appropriate learning about families and relationships, friendships, respectful behaviour, emotional literacy, health and wellbeing, personal and online safety, rights and responsibilities, economic wellbeing and preparation for life in modern British society. External speakers and specialist staff may supplement the programme, but the school retains responsibility for the suitability and quality of all content. Further details are provided in the school's AEQ and Relationships Education/RSE policies.

5 Co-curricular (All In)

5.1 The All In programme complements and extends the taught curriculum. Activities reflect curriculum priorities as well as the interests and expertise of children, staff and external partners.

Enrichment may include:

- clubs before school, at lunchtime and after school;
- visiting speakers, workshops and age-appropriate mini-lectures;
- subject-themed days and weeks;
- visits to museums, galleries, places of worship, theatres, sporting venues and other sites of educational interest;
- music, drama and dance performances, concerts, exhibitions and competitions;
- sporting fixtures, swimming and physical challenges;
- child leadership through School Council, the Eco Team, House roles and other responsibilities;
- service, fundraising and engagement with the local community;
- outdoor learning and residential experiences where age-appropriate; and
- EYFS Forest School only where it forms part of the planned Early Years provision.

5.2 Enrichment is planned to be inclusive and educationally purposeful. Risk assessment, safeguarding, accessibility and value for learning are considered when activities and external providers are selected.

6 Responsibility

6.1 The person with responsibility for the overview and yearly evaluation of this policy is Sarah Cartwright- Styles. However, all staff are responsible for ensuring this policy is implemented and acted on.

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6.2 When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

Ownership and consultation	
Document sponsor (role)	Director of Education (Europe and USA)
Document author (name)	David Gaffney (DH S&I)

Audience	
Audience	All school staff

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Related documentation	
Related documentation	Curriculum Policy Assessment, Recording and Reporting Policy SEND Policy EAL Policy Prevent Duty Early Years Policy, where relevant AEQ Policy Relationships Education/RSE Policy Independent School Standards



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