



TERRA NOVA
SCHOOL

Curriculum Policy

This policy applies to all sections of the School, including the Early Years Foundation Stage (EYFS)

Reviewed: September 2025

Next review: September 2026

Policy statement

Terra Nova is a school with a broad and balanced curriculum that is accessible to all pupils.

We respect the right of all children in our school, irrespective of differences in ability, to access all areas of learning and to develop the skills, attitudes, knowledge and understanding that are necessary for their self-fulfilment and their development into active, responsible and caring members of our community.

We 'teach to the top', ensuring high expectations and high aspirations for all pupils. The content and the delivery of the curriculum is designed to challenge the most able and scaffolding is provided to support all pupils in achieving their best.

The planning, content and delivery of the curriculum at Terra Nova, as well as the co-curricular opportunities that we offer, ensure that all pupils make at least good progress according to their ability.

Policy aims

Through the operation of this policy, we aim to:

- Provide a thorough and broad curriculum with a wide variety of learning experiences that engage, excite and challenge all our pupils to the best of their ability.
- Ensure all pupils are challenged by 'teaching to the top' and that scaffolding is provided for those pupils who need support in achieving their best.
- Provide opportunities for independent learning, enhanced by development of a growth mindset and metacognitive skills.
- Promote a positive attitude towards learning, so that pupils enjoy school and go on to pursue lifelong learning.
- Promote Fundamental British Values, while recognising, respecting and valuing the contribution made by all groups in our multicultural society and being committed to equal opportunities for all.
- Prepare pupils for entrance examinations, transition to their next schools and beyond.
- Help children to be physically fit and regard sport and physical exercise as an important part of a healthy and well-balanced life.

School structure

Terra Nova educates children aged 2 ½ to 13. In Nursery and Pre Prep (Reception, Year 1 and Year 2) the children are taught by their form tutor but subject specialists teach them for French, Music and Games. In Year 3 and Year 4 D&T and Art are also taught by subject specialists. In Year 5 - Year 8 all lessons are taught by subject specialists.

The curriculum is broad, comprising: English, Mathematics, Science, Modern Foreign Languages, History, Geography, Religious Studies/ TPR, Music, Drama, D&T, Computer Science, Reasoning, PSHE, PE and Games.

These curriculum choices are enhanced by specialist classrooms for Art, D&T, Computer Science, Science, Music and Performing Arts. In addition, the PE department enjoys its own fully enclosed sport field, swimming pool, astro-turf and tennis courts. The School also has a Learning Resource Centre for use by pupils and staff. Our purpose built Forest School classroom and on site woodland is used extensively by Nursery and the Pre Prep to provide outdoor learning opportunities.

Tracking progress

The progress of all pupils is tracked via a range of formative and summative assessment methods. For more information, please see the Assessment, Recording and Reporting policy.

Staff track curriculum coverage against the National Curriculum, using Curriculum Coverage Grids and medium term plans, ensuring that any gaps in understanding are quickly identified and addressed.

Curriculum intent

We pursue excellence in all areas of teaching and learning. Each element of our curriculum and pedagogic practice is carefully designed and underpinned by quality educational research.

It therefore follows that our curriculum is designed to:

- Provide opportunities to develop core skills of Literacy and Numeracy
- Build on and extend prior learning
- Develop independent learning skills
- Foster a love of learning in the pupils and a sense of wonder
- Challenge and stimulate
- Involve parents at every opportunity
- Extend pupils' involvement in the local community and beyond
- Provide thorough coverage of the Early Years Foundation Stage Framework, National Curriculum and the ISEB Common Entrance Syllabus; In accordance with statutory requirements (2020) RSE is taught through PSHE and Science

Planning

The Curriculum Policy is supported by appropriate planning, which is written to ensure thorough coverage and to take full advantage of the School's facilities. All teaching staff are expected to appropriately map out and plan for an academic year, being mindful that these plans should be flexible to evolve over the year.

Long and medium term planning documents include:

- An overview of the units and schemes of work to be covered
- The curriculum objectives to be covered
- Specific learning objectives and activities/ resources

Short term planning documents include:

- Learning objectives and pupil tasks

- Directions for other adults (if present)
- Scaffolding provided for individuals and groups
- Assessment opportunities

The Assistant Head is responsible for the scrutiny of planning, to ensure policy in practice and pupil progress. All planning will be monitored on a regular basis by the Assistant Head.

Heads of Department

Heads of Department:

- Provide a strategic lead and direction for their subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in their subject area and feedback to the SLT as appropriate
- Monitor the progress of and seek to provide enrichment opportunities for gifted and talented pupils in their subject area
- Provide efficient resource management for the subject
- Develop and update digital departmental folders, containing action plans, resource audits and planning and assessment documents for their department
- Keep up to date with curriculum design and development at both local and national levels
- Ensure curriculum planning supports preparation for internal and externally set assessments
- Have responsibility for monitoring the way in which resources are stored and managed

Gifted and Talented Pupils

Gifted and Talented pupils are identified by making a judgement based on an analysis of various sources of information, including:

- Teacher nomination (based on classroom observation, work scrutiny, pupil performance);
- Reports from previous schools;
- Test results/ teacher assessments (please see our Assessment and Recording policy for further detail);
- Checklists of characteristics - generic and subject-specific;
- Parental information;
- Peer/self nomination;
- Information provided by external agencies (e.g. sports organisations, music tutors, Mensa);

Gifted and Talented pupils are supported, stretched and challenged via a bespoke curriculum where appropriate, as well as through our 'Teach to the Top' approach to curriculum planning and delivery. In addition, enrichment opportunities will be provided, such as: participation in special competitions, visiting experts, educational visits, working with subject specialists, independent study, problem solving and investigation to develop critical thinking skills and reasoning skills, and attendance at a range of academic and co-curricular clubs. For older pupils in school, the scholarship pathway opens up further opportunities for enrichment, as well as an opportunity to be an ambassador for the subject area in which they excel.

Monitoring and Review

The Headmistress is responsible for the TN curriculum. The Assistant Head is responsible for the strategic lead and organisation of the curriculum, ensuring that all classes are taught the full requirements of the curriculum and that lessons are well planned with appropriate learning objectives.

This policy will be reviewed annually by the Assistant Head.