



Curriculum Policy

HL and SLM

Last updated September 2025

Review and Amendment Record

Date	Person Conducting the Review	Changes Made
October 2017	DRW	Details on the consequences of the new daily routine (consequences for lesson allocation, etc.). Incorporation of planning for the open of the pre-prep in September 2018 Outline of differing assessment approaches in years 4, 5 and 6 compared with years 7 and 8.
November 2017	DRW	Clarification regarding ages of pre-prep pupils.
December 2017	DRW	Further planning for the pre-prep curriculum and interaction with the prep school timetable.
June 2018	DRW	Further planning relating to the curriculum spread through the school and the splitting of Latin and Greek into separate subjects (apart from 8D and 8E forms that contain the potential scholarship candidates).
September 2018	DRW	Update of the whole-school curriculum (incorporating both prep and pre-prep).
September 2018	DRW	Update of the curriculum spread in year 4 (the inclusion of Humanities).
September 2019	DRW	Update of the curriculum spread throughout the Prep school (the increase in ICT provision across years 6, 7 and 8; the adjustment of Maths in year 8 to make it equivalent to English and Science; the increase in time for swimming and PE in year 4 through the removal of Drama and adjustment of Private Study periods).
September 2020	DRW	Review and update for the 2020-21 academic year, specifically with reference to COVID-19.
September 2021	DRW	Review and update for the 2021-22 academic year, specifically amendments to the curriculum spread (redistribution of Private Study periods in Years 4, 5 and 6; activities and PE in Year 7 and Year 8).
September 2022	DRW	Review and update for the 2022-23 academic year, specifically amendments to the curriculum spread (inclusion of Drama within Year 4 and Year 5 English; the redistribution of Private Study periods in Years 4, 5 and 6 due to changes to the Friday schedule; the inclusion of PE within Year 7 and Year 8 (in Activities)).
September 2023	DRW, HL and SLM	Review and update for the 2023-24 academic year, specifically; <ul style="list-style-type: none"> • The revised statutory framework for the early years foundation stage and the non-statutory curriculum guidance for the early years foundation stage outlined in "Development Matters" (revised September 2023) • Amendments to the curriculum spread in Latin and the movement of PE out of Activities and in to the

		main curriculum (see related updates for 2021 and 2022 for further context).
September 2024	DRW, HL and SLM	Review and update for the 2024-25 academic year, specifically amendments to; <ul style="list-style-type: none"> • the curriculum spread in Latin (reversing changes made for 2023-24) • the curriculum spread in Science (for 2024-25 only) • the introduction of drama to the Year 6 curriculum
September 2025	JGB, HL and SLM	Reviewed and updated with regard to curriculum spread: timetabled General lessons for 8D, Science allocation increased to 2023-24 levels, Technology to include ICT and DT. Updates to EYFS guidance, teaching of Pre-prep CONGO, and adjustment of how French is taught in Rec and Y1.

Curriculum Policy

Aims and Objectives

- We seek above all to provide a safe, happy learning environment where our pupils can flourish and develop into moral, understanding and enquiring individuals ready to make a positive contribution to the world around them.
- We aspire to equip boys between 4 and 13 years old with the knowledge and skills to make good progress, appropriate to their age.
- We seek to help pupils make good progress in every aspect of their development: personally, socially, in their physical and mental health, and academically.
- We provide pupils from the age of 4 to 13 years old with a curriculum supporting these ambitions, informed by a precise understanding of the entry requirements to the leading independent senior schools to which they make the transition at the end of Year 8.

Our principal aims and objectives are:

- To provide a full-time supervised education to pupils between the ages of 4 and 13 which gives them:
 - self-knowledge, self-esteem and self-confidence
 - the ability to distinguish between right and wrong
 - an understanding of the world, knowledge and respect for each other and the rule of law
 - communication, language, mathematical and literacy skills
 - physical, personal, social and emotional development
 - experience in scientific, technological, expressive arts and design education
- To provide a spiritual, moral, social and cultural education which gives pupils an understanding of fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Whilst all teaching is designed to support these values, it is explicitly addressed in RSE (Relationships and Sex Education), PSHEE (Personal, Social, Health and Economic Education), assemblies and chapel.
- To provide an environment which prohibits political indoctrination through the balanced presentation of opposing views, and precludes the promotion of a particular political agenda.
- To provide subject matter appropriate for pupils between the ages of 4 and 13 and across the range of aptitudes and needs, including where the pupil has an Educational Health Care (EHC) plan, and to differentiate lessons in line with recommendations for support in class where required.
- To provide opportunities for pupils between the ages of 4 and 13 of all aptitudes and needs, including where the pupil has an EHC plan, to acquire speaking, listening, literacy and numeracy skills, facilitating differentiation, learning support and English as an additional Language lessons where required.
- To give a pupil with a statement an education which takes into account their age, aptitude and both short and long term needs.
- To provide RSE and PSHE education that reflects the school's aims and ethos, and is appropriate to the specific age and stage of pupils within the 4 to 13 year old age range of the school.
- To provide RSE and PSHE education appropriate to the specific age of pupils in the 4 to 13 year old age range in the school, giving those pupils an (appropriate) understanding of the importance of the following:

- The identification and combatting of discrimination;
 - that the freedom to hold other faiths and beliefs is protected in law, and that that right should be tolerated and should not be the cause of prejudicial or discriminatory behaviour;
 - Respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (a).
- To provide appropriate careers guidance for pupils receiving secondary education (in years 7 and 8) which is delivered through PSHE education and individual tutorials.
 - To give all pupils between the ages of 4 and 13 the opportunity to learn and make progress.
 - To prepare pupils between the ages of 4 and 13 for the opportunities, responsibilities and experiences of life in British society.

Curriculum – whole-school

- We believe that a Summer Fields curriculum should inspire our pupils with a love of learning and give them the skills and values which they will draw on throughout their life. Within the curriculum we give our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
- We teach RSE through PSHE (in the formal timetable) and other relevant parts of the wider curriculum (see the RSE policy). RSE is also delivered through a programme of super curriculum events, alongside other aspects of social and moral education. Religious services, assemblies - as well as form taker periods and tutor meetings – support the delivery of RSE and PSHE.
- Through this combination of academic lessons; super-curriculum events; services and assemblies; form periods and tutor meetings, we seek to prepare our pupils for the opportunities, responsibilities and experiences of adult life. It is our aim to develop our pupils to be pro-active and responsible citizens for the future. The whole curriculum is designed to develop pupils' understanding and preparedness to enter modern, global society.
- The subject matter we teach is relevant, inspiring and appropriate for the age and aptitudes of pupils, including any with a statement.
- Where a pupil has a statement, we provide a full-time education that fulfils the requirements of the statement and the needs of the child concerned.
- The opening of the Pre-prep in September 2018 required – and continues to require - significant, ongoing planning to provide a curriculum that supports pupils between the ages of four and 13 years to make good progress. The changes in the prep school daily routine, and the creation of a summer and winter daily schedule from 2018-19 onwards, was undertaken with this in mind.

Curriculum – Pre-prep

- Pupils benefit from a fun and challenging curriculum within a nurturing pre-prep environment. The school's extensive grounds, plantation and river access enables Forest School and outdoor learning to be integral to the curriculum.
- Reception and Year 1 classes have dedicated access to outdoor learning spaces direct from their classrooms. Here they work, investigate and experiment.
- The Reception curriculum is compliant with the 2025 statutory framework for the early years foundation stage and is designed with reference to the non-statutory curriculum guidance for the early years foundation stage outlined in "Development Matters" (revised September 2023).

- The Reception curriculum focuses on the seven areas of learning; the early learning goals; and the assessment requirements; detailed in the 2025 statutory framework for EYFS, recognizing the importance of nurturing positive relationships and tailoring the environment to meet the needs and interests of each unique child.
- In Years 1 to 3, the curriculum builds on the excellent foundation laid in the Reception year. The characteristics of effective learning continue to form an integral part of each child's academic development and underpins every aspect of it.
- In reception to Year 2, Phonics and English lessons are taught in differentiated, appropriate groups. This allows us to have smaller, more personalised groups to support the learning of early literacy skills. English is also taught in two differentiated groups in Year 3.
- Core subjects are taught by class teachers with a Teaching Assistant through clear programs of study, tailored to the ability and learning styles of all children.
- Topic-based teaching helps provide a real-life context to learning about Religion, Science, History, and Geography. Topics seek to motivate, challenge, inspire and engage.
- There are daily phonics/literacy and numeracy lessons. There are also regular reading, handwriting and problem-solving lessons. These are supplemented by a wide variety of other learning experiences to deliver excellent foundations for future development and the beginning of a learning journey that benefits pupils throughout their academic life.
- There is a smooth transition to the prep school - pupils are ready to take full advantage of all that the prep has to offer as soon as they make the move from Year 3 to Year 4.

Forest School

- Forest school takes place on a dedicated site on the school grounds; from 2021, this has included access to the Forest School classroom (the Tree House).
- Each year group has a weekly Forest School lesson delivered by an experienced Forest School teacher.
- At Forest School, pupils learn skills such as woodcarving, cookery, shelter building, management of the environment, cookery and woodcarving (in addition to learning how best to minimise and manage risk in an outdoor environment).

Music

- From age 4, all pupils have access to specialist music teaching.
- Music forms a significant part of the curriculum with a 45-minute lesson in Reception and Year 1 and a one-hour lesson for Years 2 and 3 each week.
- There is also the opportunity for congregational singing in a dedicated 30 minute lesson for Reception to Year 3 on a weekly basis.
- Curriculum lessons are further supplemented by other small group activity sessions taught by music specialists as part of the activities programme.
- Class music lessons focus on singing and the use of instruments.
- Individual or shared instrumental lessons are available from Year 2 in a variety of instruments.
- All children join in with Christmas musical performances and other performance events throughout the year.

Languages

- Subject specialists deliver foreign languages from Reception upwards through dedicated French lessons. Each class has two 30 minute lessons a week.

- Lessons use interactive activities focusing on speaking skills, games and music.
- Opportunities to learn and experience other languages is possible through other special events through the year, like the European Day of Languages.

Art, DT and Science

- Lessons are usually taught by the Pre-prep class teachers but there are times when the Pre-prep benefits from the input of specialist teachers from the prep school and in being able to use first-class, dedicated facilities.

Extra Support Lessons

- Most additional support will take place in the classroom and will be carried out by the class teacher and Teaching Assistant as part of daily lessons.
- A dedicated intervention and Learning Support teacher works in the Pre-prep through 1-to-1 or small group sessions according to specific needs.
- A qualified and experienced team of other Learning Support and EAL teachers are on hand in the prep school to help children with extra language, literacy and numeracy skills.

Library

- The Pre-prep has its own computerised library and ICT learning space.

Homework

- Homework starts gently in Reception with an emphasis on regular reading and phonics.
- From Year 1 the amount of homework grows appropriately and focuses primarily on reading, phonics, spelling and times tables.

Curriculum – Prep School

- In the Prep school, a summer schedule operates from the second half of the Lent term, through the Summer term, and for the first half of the Michaelmas term. In the summer daily schedule, all academic lessons are undertaken before the commencement of games (after which follows Activities). In the second half of the Michaelmas term and the first half of the Lent term, a winter daily schedule operates. The winter schedule sees games undertaken immediately after lunch (to maximise available light) with the afternoon's academic lessons taught following the end of games and the start of Activities.
- The approach detailed above facilitates access for the Pre-prep to all sports facilities and specialist coaches whilst maintaining continuity of their daily schedule throughout the academic year (summer and winter). Thus, across the school as a whole, a split games approach is effectively in operation. Reception to Year 3 undertake games from 11.00am to 12.00pm throughout the year; Years 4 to 8 undertake games in the late afternoon (in the summer daily schedule) or the early afternoon (winter schedule).
- Lessons in the Prep school are 35 minutes in length. There are nine timetabled lessons on Monday, Tuesday, Thursday and Friday and six timetabled lessons on Wednesday and Saturday. Each day there are two lessons of games and - on Monday, Tuesday and Thursday - a single 40-minute period devoted to activities. On Friday, the Activities period is of 55 minutes duration.
- PE is part of the timetabled curriculum for all year groups.
- In Years 4-6, Private Study periods are timetabled within the lessons detailed above. In Year 7, pupils undertake a 35-minute private study period from 6.00pm onwards – after the conclusion of

Activities on relevant days - Monday to Friday. In Year 8, pupils undertake a 40-minute private study period from 6.00pm onwards – after the conclusion of Activities on relevant days - Monday to Friday.

- In Year 4, the timetable in the Prep school has a focus on literacy and numeracy whilst including all other core elements of the curriculum. Year 5 adds the study of Latin. The allocation of lessons is similar in Year 6.
- In Year 7, pupils commence the study of Greek.
- In Year 8, some pupils are taught a differentiated curriculum in preparation for undertaking an academic scholarship at their senior school (e.g. the inclusion of two timetabled General lessons a week in the place of one history and one geography lesson for 8D).
- There are 19 forms in total. Year 4 and 5 are made up of three forms, Years 6 and 7 are made up of four forms and Year 8 is made up of 5 forms.
- Forms in Year 4 are mixed ability.
- In Year 5, forms are differentiated by one form of higher ability and two forms of mixed ability.
- In Year 6 and 7, forms are differentiated by two forms of higher ability in each year group and two forms of mixed ability in each year group. In Year 7, the higher ability forms are further differentiated with a top form in the year. Higher ability forms cover the curriculum at an advanced pace. The mixed ability forms in Year 6 and Year 7 cover the curriculum at the equivalent pace to a top Common Entrance form in year 8.
- In Year 8 there is a scholarship class for those attempting scholarships (e.g. the Eton King's Scholarship, the Harrow Academic Scholarship and the Winchester Election); a Winchester Entrance and alternative scholarship form; a top Common Entrance form; and two mixed ability Common Entrance forms.

A breakdown of the 2025-26 curriculum (by year) is shown overleaf:

Curriculum spread 2025-26

Subject	Year 4	Year 5	Year 6	Year 7	Year 8
English	8	8	7	7	6
Drama	1	1	1		
Maths	8	8	7	7	6
Science	4	4	4	6	6
French	3	3	4	5	6
Latin		3	3	4	5
Greek				2	2
Geography	2	2	3	3	3*
History	2	2	3	3	3*
TPR	2	2	3	3	3
Art	2	2	2	2	2
Technology (DT and ICT)	3	3	3	3	3
Music	2	2	2	1	1
PSHEE	1	1	1	1	1
PE	2	1	1	1	1
Swimming	2	1			
General (8D receive two timetabled General lessons per week replacing one History and one Geography lesson.)					2
Reading (this becomes a formal lesson of Common Pre-Test preparation in the Lent term of Year 5)	1	1			
Games	12	12	12	12	12
Activities	4	4	4	4	4
Private Study (+One Private Study lesson is used for ISEB Pre-test preparation in Michaelmas term.)	4	4	4+	5	5

Teaching and Learning

- We seek to provide the broadest possible education, to the highest degree of excellence, for all our pupils at all times. We strive to instil a love of learning in all boys, and we endeavour to offer them the fullest opportunity to stretch the boundaries of their individual ability.
- Pupils of all ages, aptitudes and needs - including where the pupil has an EHC plan - have the opportunity to acquire new knowledge, learn and make progress. Summer Fields ensures that children receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes.
- We assess our pupils at entry and monitor them throughout their time at Summer Fields through a combination of academic assessments. Progress Tests in English and Maths; CAT4 testing; and the Accelerated Reader Program are utilised to monitor progress across the whole school.

- Pupils who are identified as having specific educational needs (including EAL) will be referred to the Learning Support Department for assessment and curriculum support.
- Outside of lessons there are a number of clubs and societies which are designed to enrich the curriculum provision. The curriculum is therefore designed to be accessible for all including those with special educational needs or learning difficulties; those for whom English is an additional language; and the ablest.
- Our teaching is directed at enabling boys to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects we teach.
- We strive to foster in pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn independently for themselves.
- Our teachers are well qualified and passionate about their subjects, and they do their utmost to convey their enthusiasm to the pupils. They have strong and appropriate knowledge and understanding of the subject-matter they teach.
- Lessons are well-planned and teachers use effective methods and activities, and manage class time well. We consistently use effective strategies for managing behaviour and encouraging our pupils to act responsibly. In our lessons we employ a high quality, quantity and range of classroom resources, which we use effectively.
- We look to involve parents where appropriate in the academic development of their child through regular formal and informal contact. We employ specialist staff to identify, monitor and support boys with specific learning difficulties.
- We mark pupils' work regularly, thoroughly and consistently. We explain our expectations clearly to the boys and we demand high standards of them. We reward good work, presentation and effort, and we use a fair and constructive system of sanctions when a pupil's work falls below a satisfactory level. Work is scrutinised at both a departmental and whole school level during the academic year.
- We have regular formal assessments for pupils in the Prep school. Pupils in Year 4, 5, 6 and 7 undertake assessments during the Michaelmas term. Year 8 pupils sit internal exams in the Michaelmas term and again in the Lent term.
- Year 8 sit external exams in the Summer term (with some scholarship exams at the end of the Lent term). Year 4, 5, 6 and 7 sit internal exams in the Summer term. Teachers meet to discuss pupil performance in Orders, assessments and exams. The framework we employ to assess pupils' work provides our teachers with the necessary information to plan teaching, so that pupils can always continue to progress.
- Boys in Pre-prep and prep undertake tests measuring their progress in English and Maths; verbal, quantitative, nonverbal and spatial reasoning; and reading; every year. These tests draw attention to specific areas of strength and weakness. All standardised scores are maintained on the school database and are accessible to all staff to help in their lesson planning and in gaining a fuller understanding of their pupils during their time at Summer Fields. Staff and Heads of Department are encouraged to make use of this facility to ensure boys are making progress in their learning.