



# Vita Et Pax Preparatory School

## Curriculum Policy (including Early Years)

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<b>Review Date:</b>	February 2026	<b>Responsible:</b>	Head Master
<b>Head Master:</b>	Darren May	<b>Chair of Proprietorial Body:</b>	Pushkar Acharya
<b>DfE URN:</b>	102064	<b>Charity No:</b>	281566

### 1. Introduction

Vita Et Pax Preparatory School provides a broad and balanced curriculum for all pupils from Nursery (age 2) to Year 6 (age 11). The curriculum is designed to promote the spiritual, moral, cultural, mental and physical development of pupils and to prepare them for the opportunities, responsibilities and experiences of later life, in accordance with Section 78 of the Education Act 2002 and the Independent School Standards Regulations 2014.

### 2. Early Years Foundation Stage (EYFS)

Children in our Nursery (Little Vitas and Nursery classes) and Reception follow the Early Years Foundation Stage (EYFS) Statutory Framework (2024). The curriculum is delivered through a combination of adult-led and child-initiated activities across the seven areas of learning:

#### Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

#### Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Learning in the early years is planned around children's interests and developmental stages. Continuous provision and the characteristics of effective learning (playing and exploring, active learning, creating and thinking critically) are central to our approach.

### 3. Key Stage 1 and Key Stage 2 Curriculum (Reception to Year 6)

From Reception onwards, the school delivers a curriculum that covers and in many cases exceeds the breadth of the National Curriculum. The following subjects are taught:

- English (reading, writing, spelling, grammar, spoken language)
- Mathematics
- Science
- Computing / ICT
- History
- Geography
- Religious Education
- Art and Design
- Design and Technology
- Music
- Physical Education (PE)
- French (Modern Foreign Language)
- PSHE / RSE

#### **4. Assessment and Reporting**

The school operates a comprehensive assessment framework:

- Baseline assessments on entry to Nursery and Reception
- Ongoing formative assessment (Assessment for Learning) in all year groups
- Termly summative assessments in core subjects
- EYFS Profile completed at the end of Reception
- Standardised tests (e.g. GL Assessments, NFER) used for benchmarking
- Written reports to parents each term
- Parent-teacher consultation meetings twice per year
- Year 6 preparation for 11+ and senior school entrance examinations

#### **5. Special Educational Needs and Disabilities (SEND)**

The school is committed to inclusive education. Children with SEND are supported through a graduated approach (Assess, Plan, Do, Review) in accordance with the SEND Code of Practice 2015. The SENCO coordinates support, which may include Individual Education Plans (IEPs), differentiated teaching, small group interventions and liaison with external agencies. Full details are in the school's SEND Policy.

#### **6. Enrichment and Extra-Curricular Activities**

The school provides a wide range of enrichment opportunities:

- Educational visits and school trips
- Visiting speakers and workshops
- After-school clubs (sport, music, art, drama, languages)
- School performances and concerts
- Sporting competitions and fixtures

- Participation in national events (e.g. World Book Day, Science Week)
- Residential trips for older pupils

## **7. Homework**

Homework is set regularly and is age-appropriate:

- EYFS and KS1: Reading daily, occasional short tasks (10-20 minutes)
- Lower KS2 (Years 3-4): Reading, spellings, maths, occasional topic work (20-30 minutes)
- Upper KS2 (Years 5-6): Regular homework across subjects, 11+ preparation where applicable (30-45 minutes)

## **8. Monitoring and Review**

The curriculum is reviewed annually by the Head Master and subject leaders to ensure it remains broad, balanced and meets the needs of all learners. Teaching and learning are monitored through lesson observations, work scrutiny and pupil progress meetings.