THE PERSE
PELICAN SCHOOL
CAMBRIDGE

Pelican Curriculum Policy (including EYFS)

The Perse School

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1. Curriculum overview and objectives

The Pelican curriculum translates the School's purpose, vision and values into a coherent educational experience for pupils in Nursery to Year 2.

This policy should be read with the overarching Perse 3-18 Curriculum Overview and the policies and operational documents listed in section 8. The curriculum supports the School's purpose, *"We make the future better"*, by providing an inspiring, caring, balanced and ambitious education. It combines consistently high-quality teaching with a stimulating curriculum, strong pastoral support, rich extracurricular opportunities, Cambridge connections and an international outlook.

The Pelican curriculum is designed to promote learning, personal growth and independence. It considers the National Curriculum and the Learning and Development requirements of the Early Years Foundation Stage Statutory Framework but also includes the range of cocurricular activities that the school organises to enrich the experience of the pupils. The curriculum is tailored to the ability and interests of our pupils and therefore extends beyond the National Curriculum and the EYFS Statutory Framework. It provides a broad and balanced academic curriculum set in the context of generous time for games, enrichment activities and opportunities for pupils to develop their social education. We have high expectations and give pupils appropriate levels of support to achieve their aims.

Its **objectives** are to:

- inspire in our children a lifelong love of learning and encourage endeavour;
- embed a solid foundation of skills which supports learning at all levels of education;
- enable every pupil to access learning, make progress and receive suitable support or challenge;
- develop excellent learning habits;
- give children opportunities to learn a wide range of skills and concepts set in contexts that are relevant and meaningful to them;
- extend children's knowledge of the world;
- value one another and our environment;
- provide a broad and balanced curriculum that develops intellectual curiosity and scholarship and
- develop resilience and resourcefulness alongside increasing confidence and independence.

2. Access, Equality and Anti-discrimination

The School is committed to fair access, inclusive practice and a curriculum in which every pupil is treated with dignity and enabled to participate fully.

The school's commitments are set out in:

- Admissions Policy & Procedure
- Equal Treatment Policy - Pupils
- Disability Policy – Pupils
- Inclusion, Equality & Diversity Policy
- Policy on Special Educational Needs (SEN) (or SEND) and English as an Additional Language (EAL) policy
- Learning Support Charges Policy (internal)
- 3-18 Accessibility Plan

Reasonable adjustments are also covered in the following policies: Behaviour and Discipline, Educational Visits, Safeguarding and Child Protection, Anti-Bullying, Permanent Exclusion and Removal (Review procedure).

Curriculum decisions, teaching, assessment, educational visits and extra-curricular opportunities are planned so that pupils are not unnecessarily disadvantaged by individual needs or circumstances. Teachers establish respectful learning environments, model inclusive language and conduct, and challenge discriminatory behaviour. Concerns are reported through the appropriate safeguarding, pastoral or behaviour procedures.

2.1 Opportunity to learn and make progress for all pupils

The school is committed to a high-quality educational provision for all pupils. Safeguarding, behaviour and pastoral arrangements underpin every pupil's opportunity to learn in a safe and ordered environment.

Where a pupil's learning is affected by a special educational need or disability, English as an additional language, health, attendance, wellbeing or exceptional personal circumstances, appropriate support is planned with the pupil, parents and relevant staff. Pupils' needs are individually assessed by the Learning Support team, which advises staff and, where appropriate, maintains an Individual Learning Support Profile describing agreed strategies and adaptations. Where English is an additional language, the School assesses the pupil's ability to access the curriculum and provides or coordinates suitable support. Teachers are expected to use the information provided by Learning Support and pastoral colleagues when planning, teaching and assessing.

Where illness, hospitalisation or other exceptional circumstances significantly disrupt attendance, the School agrees a proportionate plan to maintain educational continuity and support reintegration.

2.2 Pupil aptitude, needs and learning support provision

The School is academically selective and its pupils are generally highly able, but each cohort contains a range of prior knowledge, learning profiles, confidence and rates of progress. Pupils are therefore known and supported as individuals. Some pupils may require one to one support to enable them to have equal opportunity to access the curriculum. Pupils who may require learning support are assessed and additional provision is arranged accordingly. The support may be for academic, pastoral or behavioural needs. There is close liaison between parents, outside agencies and the school.

Teachers, teaching assistants, pastoral staff and Learning Support share relevant information so that emerging needs are identified early and support is coordinated. Sources of evidence include classroom work, assessment, baseline information, reports, attendance and pastoral information, pupil and parent communication, and professional observation. Information is shared only with those who need it for the pupil's education and welfare.

2.3 Meeting the needs of *more* able pupils

The Pelican strives to provide an ambitious and well-rounded educational experience for its pupils in order to facilitate continual progress and learning whilst at the school. The curriculum is designed to meet the needs of able pupils and to provide appropriate stretch and challenge for all. Challenges are built into the curriculum planning and classroom practice rather than reserved for a small group or added only after routine work is complete. Teachers use questioning, task design, resources and feedback to ensure that all pupils are encouraged to think and learn in lessons.

3. Teaching and Learning

The School's central expectation is that pupils experience consistently high-quality teaching which secures strong learning over time.

Teaching at The Perse is purposeful, inclusive and appropriately challenging. It draws on secure subject knowledge, makes intended learning and standards clear, engages pupils actively, checks and responds to understanding, and develops increasing independence.

At the Pelican, children learn in mixed ability classes and the organisation of lessons enables pupils of all aptitudes and abilities to have access to the curriculum. Adaptation improves access without lowering expectations, and learning takes place in an orderly, respectful and safe environment. Lessons are adapted, either by outcome, design or through the level of support given to individual children, whether they are more able, in need of learning support or working within the core of the class.

Comprehensive provision is made for the integration of cross-curricular skills. Cross-curricular topics are planned in each year group that focus on science, history, geography, RE, PSHE, art and design technology.

Throughout the Early Years Foundation Stage, continuous provision allows pupils access to all areas of learning, along with appropriate levels of adult-led activities. There is a strong emphasis on learning through play and learning activities take place indoors and outdoors, with pupils flowing freely throughout their learning environment.

The programme of activities throughout the school is appropriate to the pupil's educational needs in relation to personal, social, emotional and physical development, as well as communication and language skills.

The quality of teaching is considered through a range of evidence, including curriculum planning, pupils' work and progress, classroom practice, assessment and pupil experience. The Teachers' Standards provide a reference point alongside the School's own Quality of Education (Teaching and Learning policy).

3.1 Planning, sequencing and adaptation

Curriculum planning begins with the important knowledge and concepts pupils should develop, in conjunction with their prior knowledge and interests. The Pelican maintains clear curriculum documentation in the form of schemes of work. These identify learning objectives, content, assessment and challenge. Year groups create medium term plans which sequence specific learning objectives and set out cross-curricular links, where appropriate.

The Head of Teaching and Learning reviews schemes of work regularly and works alongside staff 3-18 to support continuity, avoid unnecessary repetition and establish suitable progression.

In the classroom, teachers use evidence of prior learning and formative assessment strategies to assess which pupils need additional consolidation and those who are ready for greater depth or independence. Teachers adapt their teaching style, pace, resourcing and level of scaffolding accordingly. Adaptation is used to improve access without the lowering of expectations, and support is gradually reduced as pupils become

more secure and independent. Learning Support Profiles, EAL guidance and relevant pastoral information are incorporated into planning, alongside strategies that benefit the whole class.

3.2 Feedback, assessment and home learning

Assessment is used to identify prior knowledge and misconceptions, check understanding, inform next steps, provide a snapshot of a pupil's achievement or progress and to support or extend the pupil's learning, as well as give useful feedback to parents.

Assessment may be formal or informal, observational or written and is recorded in the child's books, on Seesaw or in the teacher's assessment folder. Teachers use an appropriate balance of formative and summative assessment. They provide opportunities for self-reflection, evaluation and self-expression. Teachers provide positive and constructive feedback linked to specific learning objectives and success criteria, which can be verbal, written, whole-class or individual. However, teaching staff understand that, given the age of the pupils, immediate verbal feedback should be given whenever possible. Teachers use open-ended questioning to further assess children's knowledge and ensure appropriate challenge for all learners.

Regular home learning reinforces learning from school and develops good learning habits in pupils. The amount and form of home learning are tailored to pupils' ages, with expectations increasing gradually over time. Pupils in Nursery begin to take reading books home when they are ready. From Reception to Year 2, pupils take reading home nightly. Literacy and maths home learning develops through Key Stage 1.

3.3 Monitoring, tracking and reporting

The Head of Teaching and Learning uses a balanced range of quantitative and qualitative evidence to understand pupil progress and attainment, and to evaluate curriculum sequencing, assessment and teaching. This may include pupil assessment, reviewing planning, baseline measures such as Quest data where used, pupils' work, attendance, participation and professional judgement. Individual tracking is used to identify pupils who may be underachieving, require additional support, or need greater challenge.

Senior leaders review overall and subject outcomes. Reports, parents' consultations and tutorial conversations communicate attainment, learning habits, progress and next steps to parents.

3.4 Health, safety and educational visits

Health and safety are part of effective curriculum planning and teaching. Teachers identify and control foreseeable risks and teach pupils to use equipment safely. Staff follow the School's Health and Safety Policy.

Educational visits are an important extension of classroom learning. They may deepen subject understanding, provide opportunities to practise skills, broaden cultural experience and develop independence and social responsibility. Visits are planned and led in accordance with the Educational Visits Policy, including suitable consent, staffing, accessibility and risk assessment arrangements.

4. Curriculum structure

4.1 EYFS

Our Early Years Foundation Stage (EYFS) curriculum is informed by the Learning and Development requirements of the EYFS Framework, ensuring that all pupils develop the knowledge, skills and attitudes needed for future learning and success. Teaching staff ensure that children make progress across all areas of learning through carefully planned experiences, purposeful play and high-quality adult interactions. The Pelican Early Years Foundation Stage curriculum is carefully designed to provide ambitious opportunities that extend thinking, encourage exploration in a safe environment and enable every child to achieve their full potential.

4.2 Key Stage 1

The curriculum for Key Stage 1 is underpinned by the National Curriculum, while being enriched through broad learning experiences that reflect the needs and interests of our pupils. It consists of:

- Core subjects – literacy, maths and science
- Foundation subjects – history, geography, design technology, computing, physical education, music and art
- Religious education, Personal, Social and Health education & Think Equal
- French

All children from Nursery to Year 2 have access to specialist teaching in music, dance and physical education. In addition, the pupils in Key Stage 1 have specialist teaching in French and science.

4.3 Curriculum review

Curriculum review is both subject-specific and whole-school. The Head of Teaching and Learning evaluates content, sequencing, resources, assessment, inclusion and enrichment through annual planning and review. Senior leaders consider the balance and coherence of the overall offer, while 3-18 subject dialogue supports progression and continuity between the Junior and Senior divisions.

5. Digital learning and artificial intelligence

Digital technology can widen access, improve feedback, support creativity and enable new forms of learning but its use must remain purposeful and safe.

The School provides a managed digital environment, age-appropriate devices, filtering and security controls, and a suite of tools for teaching, communication and independent learning. The current Digital Strategy and Acceptable Use of ICT policies set out the operational model.

Digital technology is used when it adds clear educational value, avoiding adoption simply because it is available. Teachers model responsible use of data, copyright, online sources, communication tools and shared platforms, and make reasonable use of accessibility features and assistive technology. Senior leaders and teachers consider screen time, distraction and the balance between digital and non-digital approaches when planning learning.

At the Pelican, we recognise that technology is rapidly transforming the world our pupils are growing up in, and we aim to equip every child with the knowledge, confidence and skills to use technology effectively and safely. Pupils progressively develop practical digital competence on iPads, including collaboration, creation

and coding. They are taught to protect accounts and personal information, start to recognise online risks and seek help when digital activity causes concern.

6. Wider character development

The Pelican curriculum integrates academic, pastoral and extra-curricular development so that pupils grow in knowledge, character, resilience and confidence.

6.1 Cross-curricular knowledge and skills

Teachers contribute, where relevant and educationally meaningful, to a shared set of cross-curricular capabilities. These are taught through subjects rather than as detached generic skills, with increasing confidence and independence as pupils progress.

- Literacy and oracy: accurate reading and writing, speaking and listening, discussion, presentation, reasoned argument and communication for different audiences.
- Numeracy and data: confident use of number, measurement, graphical representation and estimation
- Digital literacy: effective use of digital tools, creation, communication and online safety.
- Cognitive and learning skills: attention, memory, organisation, planning, metacognition, problem-solving, collaboration and reflection.
- Research and independent investigation: asking worthwhile questions, locating sources, starting to draw conclusions and communicating findings.

Learning Friends are used to teach and encourage good learning characteristics which may be utilised across the curriculum and in the wider life of the children. These comprise the following characters:

Oscar Owl – Reflecting

Develop an understanding of yourself as a learner. Use your prior learning in a range of contexts.



Tommy Tortoise – Persevering

Take your time, work hard and never give up.



Bertie Bee – Collaborating

Collaborate with others, share ideas and communicate.



Clara Cat – Exploring

Ask questions, experiment and investigate. Have a go!



Ursula Unicorn – Creating

Come up with your own ideas. Create, problem solve and be imaginative.



6.2 Personal and emotional development

The Pelican provides a supportive pastoral environment. Personal and emotional development is supported through teachers and teaching assistants, pastoral care, emotional wellbeing and PSHE teaching, assemblies and everyday relationships with staff. The School seeks to create an environment in which pupils have strong relationships with adults, are nurtured and able to ask for help. Pupils are encouraged to develop self-awareness, confidence, empathy and resilience. Mistakes are treated as a normal part of learning and pupils are helped to try a range of different strategies and persevere when learning feels difficult.

6.3 Physical development

The School wants children to be enthusiastic about physical education and to be physically competent and confident so that they understand and value the benefits of lifelong physical activity. Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. As part of the physical education provision pupils learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

6.4 PSHE

The PSHE and Think Equal schemes provide explicit teaching opportunities for the children to explore and understand their relationship to themselves, to others and to the world we live in. Curriculum time is complemented by class discussion, assemblies, visiting speakers and wider pastoral work.

PSHE and Citizenship is a part of everyday life at The Pelican and all members of the community contribute to the wellbeing of the school. The Cambridgeshire PSHE scheme is followed by all year groups and lessons are tailored to the needs of the children. Nursery take part in adapted lessons for their age group based upon the foundation stage lessons in the scheme.

In addition, children from Nursery to Year 1 take part in our social and emotional literacy programme, Think Equal. This narrative-based scheme uses stories and guided discussion to support children's emotional literacy, empathy, inclusion, positive relationships and understanding of themselves and others.

6.5 Religious education and SMSC

At the Pelican we aim to provide a secure and caring atmosphere where good citizenship, spiritual, moral, social and cultural awareness and tolerance are developed through the whole school curriculum. We believe that by nurturing the 'whole child' we will enable individuals to lead a rewarding, satisfying and fulfilling life. We strive to ensure that:

- Pupils develop a clear sense of right and wrong, understand why shared rules matter and recognise the importance of fairness in maintaining positive relationships and a safe community.
- Pupils learn that their voice matters, practise listening to others, and understand that decisions can be made collectively. They begin to accept outcomes respectfully, even when they differ from their own views.
- Pupils understand that responsibility involves making choices, taking action, and showing care for themselves, others and the environment.
- Pupils demonstrate respect for individuals, differences and contributions, showing kindness, empathy and appropriate boundaries in their relationships with others.

- Pupils develop curiosity, empathy and respect for cultures, beliefs and identities beyond their own, gaining an early understanding of difference, inclusion and equality.
- Pupils begin to understand how their community and wider society work, recognising that their actions and voice matter and that they can contribute positively to the world around them.
- Pupils develop the capacity to reflect on their feelings and experiences, experience awe and wonder, and find meaning through connection with others and the wider world.

Religious education is taught with the aim of enabling pupils to explore issues within and between faiths to help them understand and respect different religions, beliefs, value and traditions. We give children first-hand experiences to learn by, such as visiting places of worship, learning about clothing worn by people of different faiths and cultures and trying traditional food eaten by people of the religion they are studying.

6.6 Extracurricular and enrichment

Extracurricular participation is an essential part of the broad and self-developing education promoted by the School. Pupils are encouraged to take part in a wide range of before and after school clubs, which are designed to broaden their experiences beyond the classroom and give them opportunities to explore new interests. The programme supports pupils' confidence, creativity, collaboration and independence, while also helping them to develop friendships across year groups. Activities may include sport, music, creative arts, academic enrichment and opportunities linked to pupils' curiosity about the wider world.

7. Key related documents

This policy sets the overarching approach. Current operational detail is contained in the following policies, handbooks, procedures and annual publications.

Curriculum and teaching Perse 3-18 Curriculum Overview Quality of Education (Teaching) Policy Teaching Staff Handbook Curriculum schemes of work	**Access and inclusion** Admissions Policy and Procedure Equal Treatment Policy Disability Policy Inclusion, Equality and Diversity Policy Special Educational Needs and English as Additional Language Policy Accessibility Plan 2025-2028
Safety and welfare Safeguarding and Child Protection Policy Behaviour and Discipline Policy Anti-Bullying Policy Health and Safety Policy Educational Visits Policy.	**Assessment and integrity**
Digital learning Acceptable Use of ICT Policy Digital Strategy	**Wider development**

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