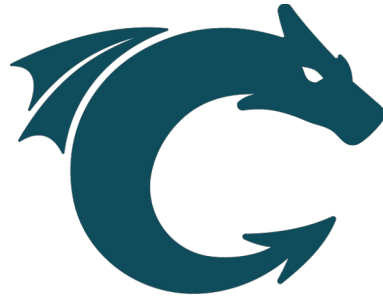




CLARE HOUSE SCHOOL PORTHCAWL

CURRICULUM POLICY

Intended effective date: September 2026 (on school opening)

Review date: July 2027

Approved by: Board of Directors

Owner: Head of School

Applies to: Whole School

Proprietor: CHS Porthcawl Ltd

This document sets out the intended policy and procedural framework of Clare House School from the date of opening. It has been prepared as part of the registration application to Welsh Government under the Independent School Standards (Wales) Regulations 2024.

1. Regulatory and Statutory Context

Clare House School is an independent school in Wales delivering an English National Curriculum-based programme of study. The school uses the English National Curriculum and the Statutory Framework for the Early Years Foundation Stage (England, 2025) as organising structures, while ensuring compliance with:

- The Independent School Standards (Wales) Regulations 2024 – Part 1 (Quality of Education Provided)
- The Independent School Standards (Wales) Regulations 2024 – Part 2 (Spiritual, Moral, Social and Cultural Development of Pupils)
- The Equality Act 2010
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018
- The Additional Learning Needs (ALN) Code for Wales
- The United Nations Convention on the Rights of the Child (UNCRC), Part 1

The curriculum reflects the Welsh context, culture and bilingual heritage. In accordance with the Independent School Standards (Wales) Regulations 2024, the Proprietor ensures that: there is a written curriculum policy supported by appropriate plans and schemes of work; pupils receive full-time supervised education appropriate to their ages, aptitudes and needs, including those with an Individual Development Plan (IDP); the curriculum enables pupils to acquire new knowledge and make good progress; teaching involves well-planned lessons and effective methods; a framework is in place to assess pupils' work regularly and thoroughly; and the curriculum actively promotes democracy, the rule of law, mutual respect and tolerance.

The curriculum, plans and schemes of work take account of the principles of Part 1 of the United Nations Convention on the Rights of the Child (UNCRC).

This policy should be read alongside the Teaching and Learning Policy and the Whole School Assessment Framework.

2. Aims of the Curriculum

The Clare House curriculum aims to:

- Provide a broad, balanced and coherent education
- Secure progression in knowledge, skills and understanding from Nursery to Year 6
- Develop articulate, confident and reflective learners
- Foster intellectual curiosity and independence
- Promote pupils' spiritual, moral, social and cultural development
- Prepare pupils for the opportunities, responsibilities and experiences of later life in modern Wales and Britain, and for successful transition to the next stage of education

3. Structure of Provision

Early Years (Nursery and Reception)

Early Years provision is informed by and aligned with the Statutory Framework for the Early Years Foundation Stage (England, 2025), voluntarily adopted by the school, while remaining fully compliant with the Independent School Standards (Wales) Regulations 2024. Provision addresses the seven areas of learning and development, reflects the Characteristics of Effective Teaching and Learning, and uses observation and assessment to inform next steps.

Key Stage 1 and Key Stage 2 (Years 1–6)

From Year 1, pupils follow an English National Curriculum-based programme of study adapted to the independent school context, organised through discrete year groups and supported by long-term plans and schemes of work. Teaching may, where appropriate, be organised in mixed-age classes depending on cohort structure.

Learning is delivered through a balance of direct teaching, guided practice, discussion, practical activity, independent application and age-appropriate enquiry, with outdoor learning used where appropriate to support the curriculum.

4. Breadth and Balance

The curriculum provides education across: linguistic education (English, reading, writing, speaking and listening); mathematical education; scientific education; technological education, including computing and appropriate use of digital technology; human and social education (including history and geography); physical education; and aesthetic and creative education (including art, music and design). Modern Foreign Languages (Spanish) are introduced informally in Early Years and developed more formally from Year 3. Religion and Worldviews and PSHE support pupils' moral and social development. Relationships and Sexuality Education (RSE) and Personal, Social, Health and Economic Education (PSHE) are taught from Nursery to Year 6 in accordance with the Welsh Government RSE Code (2022), which is the operative statutory framework for RSE at Clare House School. RSE and PSHE provision is set out in the CHS RSE & PSHE Policy. Welsh language awareness and Welsh cultural identity are embedded within the curriculum through subject schemes of work and school events, ensuring pupils develop an understanding of Wales and its bilingual heritage.

5. Literacy, Numeracy and Digital Competence

The curriculum promotes strong foundations in literacy, numeracy and digital competence across all subjects. Teachers will ensure pupils develop secure reading, writing, speaking and listening skills; apply mathematical reasoning across subjects; and use digital technology safely and effectively.

6. Inclusion, Equality and ALN

The curriculum is designed to be inclusive and to remove barriers to learning and participation. In accordance with the Equality Act 2010 and ALN legislation in Wales: the school does not discriminate against pupils on the basis of protected characteristics; anticipatory and reasonable adjustments will be made; curriculum planning takes account of the needs of pupils with ALN; and additional learning provision is implemented for pupils with identified ALN, including those with an IDP. Further detail is provided in the Additional Learning Needs (ALN) Policy.

As a mainstream school, Clare House expects ordinarily to support pupils with less severe or less complex additional learning needs, which may include needs relating to communication and interaction, cognition and learning, social, emotional and behavioural development, and sensory or physical needs, where these can be appropriately met within the school's provision.

7. Spiritual, Moral, Social and Cultural Development

Through curriculum content and wider school life, Clare House promotes pupils' spiritual awareness, moral understanding, social responsibility and cultural appreciation. The curriculum actively promotes democracy, the rule of law, mutual respect and tolerance of those with different faiths and beliefs. Where political issues are explored, pupils are offered balanced presentations of opposing views.

8. Assessment and Progression

The school maintains a framework, in line with the Independent School Standards (Wales) Regulations 2024, to assess pupils' work regularly and thoroughly. Assessment identifies starting points, informs teaching and planning, supports pupils' progress over time, and identifies pupils requiring additional support or challenge.

Assessment includes a combination of formative assessment, ongoing teacher assessment and, where appropriate, standardised approaches, as set out within subject plans and the wider curriculum documentation.

Full procedures are set out in the Whole School Assessment Framework.

9. Full-Time Supervised Education

Clare House School operates an extended educational day from 08:00 to 17:30, Monday to Friday. Timetabled curriculum teaching runs from 09:00 to 15:20. The timetable will ensure sufficient teaching time across all required areas of learning, appropriate to pupils' ages and stages of development.

10. Monitoring and Review

Senior leaders will monitor curriculum implementation through review of schemes of work, scrutiny of pupils' work, analysis of assessment information, and discussion with pupils and staff. The Board of Directors will receive reports on the quality of education and curriculum delivery.

The Head of School has overall responsibility for curriculum leadership and will act as ALNCo. The Head of School also acts as the Designated Safeguarding Person (DSP), with a Deputy DSP appointed prior to opening, in accordance with the Safeguarding and Child Protection Policy.

This policy will be reviewed annually each July by the Head of School and approved by the Board of Directors, or sooner in the event of legislative or regulatory change.

This policy supports compliance with Part 1 (Quality of Education Provided) and Part 2 (Spiritual, Moral, Social and Cultural Development of Pupils) of the Independent School Standards (Wales) Regulations 2024.