



TRANBY

EAST YORKSHIRE

CURRICULUM

This policy applies to all members of our school community, including those in our Early Years setting.

Tranby – East Yorkshire is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

The School seeks to implement this policy through adherence to the procedures set out in the rest of this document. It is available to all interested parties on request from the main school office and should be read in conjunction with the following documents:

- Accessibility plan
- Admissions
- Aims and Ethos
- Assessment Recording and Reporting
- Development plan
- Careers education and guidance
- Equal opportunities
- Disability teaching and learning adjustments
- Teaching and learning
- SEN and inclusion
- PHSCE

This document is reviewed annually by Mrs N Carrizales and Mrs J Hamilton, or as events or legislation change requires.

Curriculum	
Reviewed by:	(Senior) Mrs N Carrizales, Assistant Head (Curriculum) (Prep) Mrs J Hamilton, Director of Prep Studies
Date of last review:	September 2026
Approved by:	Paul Grimwood, Chair LGB
Date of Approval:	September 2026
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Policy Statement

Tranby provides for full time supervised education of pupils of compulsory school age in addition to EYFS and Sixth Form.

The curriculum at the School provides a broad and balanced experience enabling all pupils to have the opportunity to learn and make progress, including those with special educational needs. Pupils requiring additional support may have an Individual Learning Plan (ILP) or pupil profile, where appropriate.

Appropriate provision is made at all levels to cover Linguistic, Mathematical, Scientific, Technological, Social, Human, Physical, Careers, Aesthetic and Creative education according to individuals ages and aptitudes, including those with an EHC plan. The needs of pupils with an Education, Health and Care Plan (EHCP) are reviewed annually in accordance with statutory requirements. The curriculum provision enables pupils to acquire skills in Speaking, Listening, Literacy and Numeracy and prepares pupils for the opportunities, responsibilities and experience of adult life. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and precludes the promotion of partisan political views in the teaching of any subject within the school. Where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. The curriculum promotes understanding of diverse cultures, perspectives and experiences, helping pupils to become informed and respectful global citizens. The aims and ethos of the school are reflected in the PSHE programme.

At all stages an extensive activity program is provided which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

The provision for and delivery of the curriculum for different age groups is outlined below.

Introduction (Prep School)

At Tranby Prep School, we aim to provide a broad and balanced range of studies which:

- equips pupils with the core skills of speaking and listening, English and Maths
- enables pupils to develop the attributes they need to flourish in the Senior School and the world of work
- is appropriate for the ages and aptitudes of all pupils
- enables every pupil to identify his/her strengths.

We aim to provide a smooth transition through and between the key stages, and at the same time reflect current trends, considering directives and the practical constraints of the School and its staff.

Due regard has been paid to:

- The 2014 National Curriculum
- The need to give more support for those who fall behind expected standards and to provide challenge for **ALL**

This policy is available to parents via the School's website.

Provision for less and more able pupils

Supporting less able pupils is largely provided through differentiated planning and teaching, and through support in classrooms from Teaching Assistants in KS1. In KS2, the Learning Support Assistant works with small groups of pupils in English and Maths in or out of the classroom. Pupils identified as needing additional support or identified as dyslexic complete a specialist programme, which is delivered and supervised by a trained Learning Support Assistant.

More able pupils are identified through summative and formative assessment processes. Challenging opportunities are provided for all pupils as a matter of course; more able pupils may also be provided for through depth challenges in the classroom and opportunities outside the classroom.

Parents

Information is provided to parents as pupils progress through the school with Curriculum Documents produced for each year group and issued at appropriate times. Events are also held to inform parents about aspects of the curriculum.

Key Stages

Each Key Stage functions as a balanced system and a preparation for the next, thus creating continuity and progression from the Pre-School to Year 6.

The EYFS pupils follow a curriculum specific to their needs, including communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding the world and expressive arts and design. The curriculum offered to pupils in Years 1 to 6 is as follows:

PSHE

The PSHE programme, which reflects the School's aims and ethos, is delivered in weekly timetabled lessons and full morning sessions, which are held once every half term. This is delivered by class teachers. Many aspects of PSHE are delivered, reinforced or complemented by work in other subject areas. Further details can be found in the PSHE policy and schemes of work.

Curriculum Review

The curriculum has changed over the past few years, as the shape of the day has altered. The balance of the curriculum is reviewed annually, and alterations may be made in order to improve provision.

Introduction (Senior School)

The aim at the School is to provide a broad and balanced range of studies which satisfy the needs of:

- the individual pupil and his/her strengths
- future employers
- Further and Higher Education.

A smooth transition is provided through and between the Key Stages reflecting current trends, directives and the practical constraints of the school and its staff. In addition, curriculum provision is clear to parents, pupils and staff.

Due regard has been paid to the broad framework and aims set out by the QCA,

Namely to:

- reduce the overall level of prescription
- give more scope for schools to stretch young people
- ensure the curriculum for all subjects is as coherent as possible
- give more support for those who fall behind expected standards.

This support is provided throughout KS3 by withdrawal on a rotational basis for those with SEN, and by additional numeracy and literacy classes in place of a second foreign language, thus allowing unrestricted access to the curriculum. Beyond this support is provided in lessons on an individual basis.

Parents

Information is provided to parents as pupils progress through the school with Curriculum Documents produced for each of the Key Stages and issued at appropriate times.

- KS3; with offers for places in Year 7
- KS4; before option choices in Year 9
- Sixth Form: before option choices in Year 11.

Provision

Curriculum provision at the School is supported by appropriate plans and schemes of work which are monitored by the Assistant Head (Curriculum), Mrs N Carrizales. They provide:

1. Full time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education through a 40-period timetable.
2. Subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an EHCP, which at KS4 and in the Sixth Form contains an option system constructed each year according to the needs and desires of the pupils.

Enabling:

- pupils to acquire skills in speaking and listening, literacy and numeracy
- pupils who have a statement, education which fulfils their requirements
- personal, social and health education which reflects the school's aims and ethos "The best in everyone"
- pupils to receive appropriate careers guidance
- pupils above compulsory school age to receive a programme of activities which is appropriate to their needs
- all pupils to have the opportunity to learn and make progress including those with special educational needs, learning difficulties, for whom English is an additional language and the most able
- effective preparation of pupils for the opportunities, responsibilities and experiences of adult life in British Society in line with current careers guidance and the Gatsby Benchmarks, "developing in every person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment".

Options

Option systems are not fixed but devised each year to accommodate the needs of the pupils in terms of number of groups and permissible combinations. This also permits changes in subjects offered as demands and external factors decree.

PSHE

The PSHE programme, which reflects the School's aims and ethos, is delivered to all pupils in a weekly lesson, which is enriched with full morning sessions, three times across the academic year. The PSHE curriculum is delivered by class teachers and external speakers where appropriate; it supports pupils' personal development, wellbeing, leadership, service, resilience and preparation for life beyond school. Many aspects of PSHE are delivered, reinforced, or complemented by work in other subject areas. Further details can be found in the PSHE policy and schemes of work.

Careers

Careers guidance is provided in Key Stages 3, 4 and 5 which help pupils choose GCSE, post 16+ and Higher Education courses, details of which can be found in the Careers Policy.

It provides accurate, up-to-date careers guidance that:

- (i) is presented in an impartial manner.
- (ii) enables them to make informed choices about a broad range of career options; and
- (iii) helps to encourage them to fulfil their potential.

AI and Digital Literacy

The curriculum promotes digital literacy, computational thinking and the ethical, safe and effective use of emerging technologies, including artificial intelligence. Online safety, media literacy and responsible digital citizenship are taught through the Computing and PSHE curricula and reinforced through the wider pastoral programme.

Key Stages

Each Key Stage functions as both a balanced system on its own but also as a preparation for the next, thus creating continuity and progression from Year 1 to Year 13 but also individuality and subjects unique to each Key Stage and to each child's personal curriculum.

The EYFS pupils follow a curriculum specific to their needs, including communication and language; physical development; personal, social and emotional development; literacy; Mathematics; understanding the world and expressive arts and design.

The curriculum offered to each Key Stage on a weekly basis is as follows:

Key Stage 1

Subject	Year 1	Year 2
English	9	9
Maths	8	8
Science	3	3
Computing	1	1
Humanities	2	2
Music	1	1
MFL	1	1
Art	2	2
DT	2	2
RE	1	1

PSHE	1	1
Games / PE	4	4

Key Stage 2

Subject	Year 3	Year 4	Year 5	Year 6
English	9	9	9	9
Maths	8	8	8	8
Science	3	3	3	3
Computing	1	1	1	1
Humanities	2	2	2	2
Music	1	1	1	1
MFL	1	1	1	1
Art	2	2	2	2
DT	2	2	2	2
RE	1	1	1	1
PSHE	1	1	1	1
Games / PE	4	4	4	4

Key Stage 3

Subject	Year 7	Year 8	Year 9
English	5	5	4
Maths	5	5	4

Physics	2	2	3
Chemistry	2	2	3
Biology	2	2	3
French	3*	3*	3*
Spanish	3*	3*	3*
German	3*	3*	3*
Latin	3*	3*	3*
History	2	2	2
Geography	2	2	2
RS	1	1	1
Computing	1	1	1
Music	2	2	2
Drama	2	2	1
Art	1	1	1
DT	2**	2**	2**
Food & Nutrition	2**	2**	2**
PE & Games	4	4	4
PSHE	1	1	1

* Language choice – pupils select 2 languages after an initial carousel

** Technology (DT and Food) is delivered as part of a carousel

Key Stage 4

CORE		OPTIONS
English (Lang + Lit)	6 (Year 10) 5 (Year 11)	4 chosen, each 4 periods
Maths	5 (Year 10) 6 (Year 11)	
Biology	3	
Chemistry	3	
Physics	3	
PE & Games	3	
PSHE	1	

Languages are not compulsory. Pupils may opt to study a language or languages at GCSE level.

GCSE Options are chosen from,

Geography, Drama, Computing, PE, History, Design Technology, Art & Design, Music, Food Preparation & Nutrition, Spanish, French, German and Latin.

Sixth Form

4 Columns with 7 periods a week per subject in Year 12 and 8* periods a week in Year 13 (for single-student options, 6 periods)

3 periods of recreational games

1 period of PSHE

Plus in **Year 12:**

- Professional Skills - 1 period
- Programme of enrichment - 3 periods

Sixth Form Options are chosen from A levels in:

Maths, Further Maths, Drama & Theatre Studies, French, Spanish, German, Geography, History, Physics, Chemistry, Biology, Fine Art, Business, English Literature, Economics, Design Technology, Computer Science, Psychology, Photography, Textiles and Music.

And Level 3 qualifications, (e.g. BTEC) in:

Sport

Criminology

Future Development

Background

The present curriculum offers a coherent progression from KS1 through to A-Level. At KS3 all pupils follow courses broadly in line with the national curriculum and in addition can study a second foreign language and gain experience in five different areas of technology. Sciences are taught separately from Year 7.

From September 2019, there was no longer a prescribed “1st Language” and, after a carousel of all 4 languages, pupils in Year 7 choose 2 languages to continue through all of Key Stage 3. This programme remains in place at present.

It allows free choice within national curriculum guidelines, at KS4 and in the Sixth Form, and pupils are not constrained by fixed option systems. This permits between 8 and 12 (three sciences, additional mathematics and statistics) GCSEs and up to 4 A levels and in addition EPQ (fulfilled through Professional Skills).

Curriculum Review

Regular review of the curriculum takes place to ensure that the breadth of study is best placed to deliver the best outcomes for our pupils.

Future Developments

The School will continue to review opportunities to integrate digital literacy, artificial intelligence, sustainability education and employability skills across the curriculum, ensuring pupils are well prepared for future study, employment and life in a rapidly changing world.

Sustainability and Environmental Awareness

The curriculum will better develop pupils' understanding of environmental sustainability and their responsibilities as global citizens.

KS4: Ways of developing the current system will be examined that will provide an inclusive and progressive curriculum to compete with local state and independent settings, to increase retention into and better attainment at KS5, allow greater consolidation of the key skills and reduce the number of GCSEs only for the less academically able, whilst maintaining the current opportunities for the majority.

Sixth Form: Consolidation and focus of A level offering to provide expert delivery and a more enriching experience for students.

Educational Visits: The School will continue to review and enhance its programme of educational visits and residential experiences to ensure every pupil benefits from a progressive programme of enrichment opportunities.