



Curriculum Policy (ISI 2a)

This Policy covers EYFS

Contents:

Aims	2
Curriculum Detail	3
Teaching and Learning	5
Special Educational Needs & Disabilities	5
Enrichment Activities	6
Monitoring and Review	6

Page:

2
3
5
5
6
6

Associated Policies:

Teaching and Learning
Monitoring of Teaching and Learning
Marking and Feedback
Presentation
Prep
Assessment
SEND
Gifted and Talented

Reviewed by: Assistant Head
(Teaching & Learning)
Applicable to: All Teaching Staff

Reviewed: December 2019



The curriculum at Feltonfleet is genuinely broad and balanced, with equal opportunities for all, and it seeks to promote the best outcomes in every pupil. It is designed to be engaging, enjoyable and challenging, stimulating creativity and seeking to develop confidence, respect for oneself and others. It is designed to:

- Offer suitable academic challenges so that each pupil can aspire to fulfil his or her potential;
- Develop the skills required to work independently and with others;
- Promote an appreciation of the value of sport, music, art, drama and an understanding of other cultures and British values;
- Promote a culture of honesty, responsibility, respect and kindness;
- Put pupils, their development and progress at the centre of everything we do and ensure all our pupils feel valued, have a sense of belonging and ownership within their school;
- Ensure parents are kept suitably informed of their child's progress.

Ethos

At Feltonfleet individuals really matter and our four core values of honesty, responsibility, respect and kindness are evident in all areas of school life. Our pupils develop grit and resilience; they are not afraid to challenge themselves, and learn to see failure as a valuable route to progress. Our pupils understand and practise the attitudes and habits that lead to successful learning. Our strong pastoral framework ensures our pupils are happy, resilient and confident with opportunities to develop leadership.

AIMS:

We aim to:

1. Facilitate opportunities that encourage and enable pupils in all areas of school life;
2. Ensure that all pupils have access to a broad, balanced, relevant and challenging curriculum;
3. Provide stimulating and enthusiastic teaching which provides suitable levels of challenge with high expectations and with a focus on pupil progress;
4. Motivate pupils who understand the skills and attributes required to be a successful learner and who can put these things into practice, working independently and with the ability to collaborate effectively with others;
5. Provide extension activities and support for pupils who show ability in specific areas of school life;
6. Make learning accessible to pupils with SEND through high quality teaching and targeted intervention;
7. Use digital technology to transform pupil learning and teach pupils to become discerning users of relevant digital technology;
8. Promote confidence in communication skills;
9. Equip pupils with confidence in their application of English and Mathematics across all subjects;
10. Provide opportunities for self-assessment, evaluation and reflection;
11. Work with pupils to identify, work towards and evaluate their learning against meaningful, achievable targets;
12. Foster a culture of lifelong learning in staff by providing and encouraging relevant professional development that is then shared and modelled to further raise standards.

Learning opportunities:

To support the aims above we seek to create opportunities for:

- imagination and creativity
- attentive and focused independent working
- collaborative partnership working
- whole class projects
- critical thinking
- discussion and debate
- role play
- research
- designing and testing ideas
- asking questions and developing questioning skills
- investigation and problem solving
- fieldwork and educational visits
- using digital technology
- appreciating the arts, sciences, humanities and sports
- reflection and self-evaluation
- risk taking

CURRICULUM DETAIL

Detailed information including Curriculum Guides for each area is available on the school VLE (Firefly).

Pre-Prep (EYFS to Year 2)

In Pre-Prep, pupils are mainly taught by their class teachers and assistants. Specialist teachers teach PE, swimming, games, music and French. The curriculum for Nursery and Reception is rooted in the principles of the Early Years Foundation Stage, with planning and assessment following the Development Matters of the 7 Areas and Characteristics of Effective Learning.

In Year 1 and Year 2, planning for teaching and learning is linked to National Curriculum Programmes of Study for Mathematics and English. The International Primary Curriculum is taught to encompass aspects of Geography, History and Science, whilst Art and DT may be incorporated within IPC or taught as standalone units.

Discovery RE, which is taught weekly by the Head of Pre-Prep in every class, is linked to British Values and Positive Living. The teaching of handwriting follows the ThinkWrite programme based on physical, cognitive and visual development.

Lower School (Years 3 and 4)

Pupils are mostly form-based, taught by their form teacher for much of the time. From Year 3, pupils are set for English and Mathematics. Specialist teaching is extended to include Drama, Art and Design & Technology, in addition to PE, Swimming, Digital Learning, French and Music. All pupils participate in games twice a week and competitive sports fixtures against other schools become a common feature.

Learning is based on the National Curriculum with due regard given to literacy and numeracy ensuring that the schemes of work are appropriate for the age and ability of all our pupils. The International Primary Curriculum is taught in a thematic and cross-curricular way to integrate Geography, History and Science.

Pupils are expected to read daily, both independently and aloud to an adult, and practise spellings and times tables at home. Weekly prep is set in Year 3 for either Maths or English and for both Maths and English in Year 4.

Middle School (Years 5 and 6)

From Year 5, pupils have specialist teachers in all subjects and move about the school a lot more. The curriculum in Year 5 is engaging and varied, drawing on the best features of the National Curriculum, while at the same time preparing pupils in English and Mathematics for senior school pre-tests at 11+. Special lessons focussing on online assessments are introduced and there are opportunities to practise reasoning questions. Latin is introduced to all pupils in Year 5, and in Year 6 about a third of pupils continue with Latin, with others starting Spanish. A small contingent receives additional support in English and Maths in place of either Latin or Spanish.

Prep in Middle School

Prep is designed to encourage a love of books and pupils are expected to continue their daily reading at prep and/or at home. In addition to this, weekly tasks are set in English and Maths and learning of French, Spanish and Latin vocabulary makes up the rest of prep. A wealth of extension material is available on Firefly (our VLE) for those pupils seeking extra work.

Our philosophy on setting

We seek to get the very best out of each pupil we teach and with this in mind we try and match each pupil with the set we feel would best cater for his/her needs. We hold no one set in greater or lesser esteem and the most important thing we look for is progress. All pupils are able to make great progress if they believe in themselves and work hard. Pupils will move between sets if we feel it is in their best interests. Setting continues in English and Mathematics in the Middle School and extends to French from Year 6. From the start of Year 7 pupils are also set for Science.

Upper School (Years 7 and 8)

The academic curriculum in the Upper School follows the Pre-Senior Baccalaureate (PSB), a curriculum model that has at its heart the development of the values, skills, attitudes and behaviours required for children to succeed and flourish in an ever changing world. All creative and applied subjects are assessed across six core skills.

Core skills:

- Thinking and learning
- Reviewing and improving
- Communicating
- Independence
- Collaboration
- Leadership

Subjects taught with the PSB framework include Art, Digital Learning, Design & Technology, Drama, French, Geography, History, Latin, Music, Physical Education, Positive Living, Religious Education and Spanish.

English, Mathematics and Science learning follows the requirements of the ISEB 13+ Common Entrance examinations with exams taken in these subjects in the summer term of Year 8.

Throughout Year 7, pupils are identified as potential scholarship candidates for their senior school with extra support to provide the best chance of success. In Year 8 academic scholarship candidates follow a bespoke timetable where they have one-to-one or small group tutorials with subject specialists. Some independent study time is also planned into this.

Prep in Upper School

Prep is more extensive in Years 7 and 8 with the intention of consolidating learning and preparing the children ahead for the next lesson. Each prep is expected to last up to 40 minutes.

TEACHING AND LEARNING

A detailed Teaching and Learning Policy is available in the school.

We recognise the need to develop strategies that allow all pupils to learn in ways that suit them best. We encourage pupils to share responsibility for their own learning and, as they grow older, to reflect on how they learn and what helps them to learn. We focus our teaching on motivating the pupils, engaging them and guiding them through the curriculum, setting clear targets for further progress and adjusting our teaching in response to their learning.

Through our *Monitoring of Teaching and Learning* Policy we encourage teachers to reflect on their pupils' learning and on their teaching methods in response to this and support teachers in enabling them to be effective in encouraging pupils to achieve their best.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The school makes every effort to ensure that the curriculum is accessible and available to all its pupils. Pupils who are identified with difficulties in specific areas are monitored and tracked by the Subject Leader for Learning Enrichment (SENCo). The SENCo carries out assessments and liaises with educational psychologists to put in place Individual Support Plans (ISPs) as necessary. Some of these children will receive extra support within the classroom and others may receive one-to-one support in a quieter, more focused setting. Please refer to our SEND Policy for further details.

Pupils who display a passion for a subject, with knowledge and skills far and above the expectations of the most able pupils, are classed as "gifted" at Feltonfleet. We also recognise "talented" pupils who show a high degree of knowledge and skill in a particular area and we seek to provide stimulating and challenging extension activities for these pupils (see our Gifted and Talented Policy).

Mindfulness and Positive Living

We recognise the value of providing space in the day for quiet reflection. This goes hand-in-hand with our desire to improve the mental health and well-being of pupils and staff. Classes throughout the School follow a mindfulness programme, which is planned and led by our Mental Health Leads. Pupils begin each lesson after a break with a mindful moment and these are usually led by one of the pupils.

Positive Living classes allow for discussion of personal, social and health issues, of ethics and British values. All pupils from Year 3 have timetabled lessons in PL. In Pre-Prep, Positive Living is taught through designated lessons and circle times and is woven into every day routines such as playtimes, assemblies and classroom activities as relevant to situations arising.

Co-curricular Provision – Pre-Prep

Pupils in Year 1 and 2 are offered a range of after school clubs on four afternoons a week. Some are provided by Pre-Prep teachers and some are taught by professional coaches.

The programme alters termly and the choices across the year may include:

Football, judo, rugby, tennis, swimming, gardening, woodwork, arts and crafts, mindfulness, drama, playground games.

Dance lessons are offered at lunch time for pupils from Reception to Year 2 in ballet, hip hop and tap.

Individual lessons in piano, singing and violin are worked into a rotational timetable.

Year 2 pupils participate in a few local sporting fixtures and an annual swimming gala.

ENRICHMENT ACTIVITIES

Lower School

From Year 3, pupils are offered individual music lessons in the full range of instruments. They are withdrawn from class or break for music lessons on a rotational basis so that they do not miss the same lesson regularly. All pupils in Year 4 currently learn the violin in small groups for part of the year through the Violin Project, and the Cello Project provides opportunities for some pupils to make a start on the cello. Pupils also have the opportunity to join the Lower School Choir, Lower School orchestra and be part of a recorder ensemble. Ballet, Jazz and Mini Tennis are offered as lunchtime clubs.

There are after school clubs on Mondays and Tuesdays which vary each term, but have included sports, arts and crafts, ICT, drama, cookery, gardening, golf, swimming, board games and animation.

Middle School

Individual music lessons continue with pupils being withdrawn from class or break for these lessons on a rotational basis so that they do not miss the same lesson regularly. Pupils also have the opportunity to try shooting, join the Middle Choir and other musical ensembles. Ballet and Jazz dance are offered as lunchtime clubs. One-to-one lessons in LAMDA are also offered and many pupils participate in this.

On Thursday afternoons, pupils in Middle School are directed to a range of activities on a rotation of about 3 - 4 weeks depending on the term. The idea is to ensure that all pupils experience a rich breadth of co-curricular pursuits, such as learning sign language, Japanese, shooting, indoor climbing, current affairs, public speaking, football, table tennis, Pilates, tennis, Magic Maths and roller skating. Pupils are asked to predict what they hope to gain from these activities and to reflect on their experiences, learning and development at the end of each rotation.

Upper School

In Years 7 and 8, pupils have the freedom to choose which co-curricular activities they would like to pursue. The choice is varied and pupils are encouraged to try different things. Activities have included:

.22 shooting	Art Extension	Golf	Board Games
Girls Football	Fencing	Rugby 7's	Food Technology
Greek	Air Rifle	Archery	Lacrosse
Skiing	Trampolining	Tennis	Badminton
Water Polo	Environment	Softball	Hockey skills
Mosaics	Podcasting	Photography	Swimming

MONITORING AND REVIEW

The overall responsibility for the curriculum lies with the Headmistress. On a day-to-day basis, the curriculum is monitored and reviewed by the Assistant Head (*Teaching and Learning*), the Head of Pre-Prep, Heads of School, the Subject Co-ordinators and the Subject Leader.

S. Pomeroy

Assistant Head, Teaching and Learning