



FRAMLINGHAM COLLEGE PREP SCHOOL CURRICULUM POLICY

This policy applies to all pupils in the school, including those in the EYFS

RESPONSIBILITY	ACADEMIC DEPUTY HEAD (PS)
DATE REVIEWED	AUGUST 2024
NEXT REVIEW DATE	AUGUST 2025

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes the Early Years Foundation Stage and aspects of the National Curriculum. It also includes the various extra-curricular activities that the school organises in order to enrich the children's experience. Also covered is the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time develop their knowledge and skills, in order to achieve their true potential.
- 1.2 In line with current guidance schemes of work will 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.
- 1.3 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.
- 1.4 To prepare pupils for the opportunities, responsibilities and experiences of adult life in British society and as global citizens. This should include a respect for diversity within society and an understanding of the importance of inclusion of others.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 These are the main values of our school, upon which we have based our curriculum:
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
 - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

- 3.1 The aims of our school curriculum are:
- to enable all children to learn, and develop their skills, to the best of their ability
 - to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
 - to teach children the basic skills of literacy, numeracy, speaking and listening, and ICT
 - to enable children to be creative and to develop their own thinking
 - to teach children about the developing world, including how their environment and society have changed over time
 - to help children understand the fundamentals of British values and how these underpin the world around them; this is included as part of our PSHE program
 - to help children understand Britain's cultural heritage
 - to appreciate and value the contribution made by all ethnic groups in our multicultural society
 - to enable children to be positive citizens
 - to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
 - to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
 - to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others
 - to prepare children for their next stage of education
 - to make pupils aware of possible employment pathways beyond school (e.g., by hosting talks in school by adults in different professions or by focussing on role models in assembly)

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan/scheme of work for each key stage/subject. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan/scheme of work on an annual basis and amend if needed.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and timeframe for each topic. We have adopted the Learning Outcomes for the Early Years Foundation Stage for our school, and these form the basis of our planning. We also use the national schemes of work for much of our medium-term planning in the core subjects throughout Key Stage 1, 2 & 3.
- 4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 In the Early Years Foundation Stage, and at Key Stage 1, we adopt a topic-based approach to our curriculum planning, encouraging children to make links in their learning across the curriculum and to have time to engage with their learning at a deeper level. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.
- 5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher assesses this need. In most instances, the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, an individual action plan will be put in place and outside agencies may be consulted. We always provide additional resources and support for children with special needs including those children with an EHC plan.
- 5.3 The school provides an Individual Action Plan (IAP) and/or Pupil Passport for each of the children who are on the special needs/learning support register. This sets out the nature of the special need and outlines how the school will aim to address it. The IAP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meet the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for

children with disabilities. For example, they may be given additional time to complete certain activities, the teaching materials may be adapted, or timetable adjustments made.

5.5 Our schemes of work address the diversity of our society and reflect the National Curriculum programmes of study.

6 Nursery (3-4yrs old)



We have worked within the Early Years Foundation Stage (EYFS) to create our unique **'learning tree'** model for children's development.

- **Imagine** - The Imagine branch is about storytelling – listening to stories as well as reading and sharing stories. Our staff aim to read up to five stories per day to the Nursery children as this is the foundation of understanding and developing their language skills.
- **Explore and Discover** - The Explore and Discover branch is linked to Mathematics, Science and the natural world in particular, which is increasingly important for us all to understand as we grow. We are very lucky here to be surrounded by greenery and all the wonderful nature which we can go and explore and learn about first-hand on a regular basis. But it's also important to develop the children's maths. We usually find that children under four love maths. They don't worry about it in the same way adults do. Really young children see maths as a social thing they love all the counting rhymes and opportunities to count and classify objects.
- **Create** - The Create branch encompasses all types of creative expression, including art, drama role play, music, and dance. It's important that children are in an environment where they feel comfortable expressing themselves in a safe space.
- **Communication** - The Communication branch is about speech, understanding and listening. Children are naturally interested in all sorts of things, including their own name, which is where phonics comes in. We aim to ensure that children in our care are able to communicate confidently with their peers and become well-practiced in doing so.

- **Move** - The Move branch involves all of our physical activity including learning to run and climb safely. We do these activities every day, encouraging play in the secure garden next to the Nursery as well as exploring the woodland we have here on site. As well as increasing enjoyment of physical activity, the Move element of learning here helps to enhance fine motor skills.
- **Understanding Ourselves and Others** - Similarly, Understanding Ourselves and Others is about ensuring children at the Nursery are confident and compassionate young people. We aim to help children understand how we get along with one another. It's important to understand how children understand each other's emotions and learn to help others get along too.

7 Nursery & Reception (3-5yrs old) - The Early Years Foundation Stage

7.1 The curriculum that we teach in the Nursery and Reception class (The Foundation Stage) meets the requirements set out in the Early Years Foundation Stage Framework. Teaching becomes more formal in the final term of Reception and we use appropriate elements of the National Curriculum for Key Stage 1. Our curriculum focuses on the Early Learning Goals, as set out in the Framework and the National Curriculum, and on developing children's skills and experiences within the seven areas of learning:

- Personal, Social and emotional Development – Prime area
- Communication and Language – Prime area
- Physical Development – Prime area
- Literacy – Specific area
- Mathematics – Specific area
- Understanding of the World – Specific area
- Expressive Arts and Design – Specific area

7.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in The Foundation Stage builds on the experiences of the children in their pre-school learning.

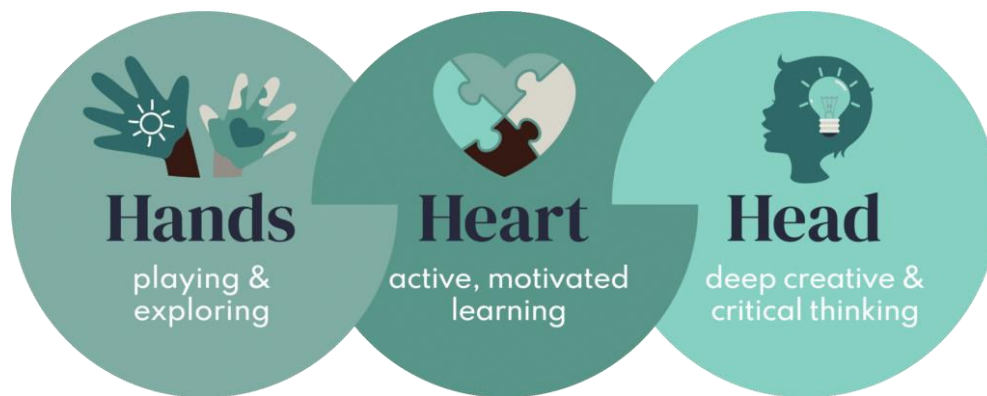
7.3 In the EYFS, development of each child is assessed on a continuous basis, and this is recorded in each child's Learning Journey. This assessment forms an important part of the future curriculum planning for each child, recorded as their Next Steps.

7.4 We appreciate that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

8 Pre-Prep – Reception – Y2 (5-7yrs old)

8.1 An insatiable curiosity and love of learning is something we nurture in our Pre-Preppers at the beginning of their academic life, just as much as we do for our older Framlinghamians.

8.2 We encourage our Pre-Preppers to learn by play and exploration with their hands first, then to make an emotional connection with their discoveries and finally use their heads to think creatively and critically.



8.3 Using this 'hands, heart, head' learning approach, gives children the opportunity to explore independently and make links in their learning. This can be for any Pre-Prep year, although the approach will change and naturally evolve as your child journeys through the years. In Reception, there are activities with lots of play-based exploration, as they move into Years 1 and 2 there is a gradual move to a more teacher-directed style of learning, where children have the attention and capacity to focus more – though there will still be lots of time for fun and hands-on learning!

8.4 Each class has a form teacher who teaches the core-curriculum of Maths, English, Science, Geography, History and Art. We make the most of our location set within 28 acres of beautiful outdoor space, so lessons are not restricted to the classroom. In Reception, children's learning is enriched by being outdoors – they love to write outside, making treasure maps or lists of things for a spaceship; or we might look for birds in the trees as we spot a change in the season. Our Year 1 and Year 2 children also enjoy their glorious surroundings of trees and woodland at Forest School for one afternoon each week.

9 The Lower Prep – Y3-6 (7-11yrs old)

9.1 In our endeavour to foster a genuine love of learning, a culture of high aspiration and a spirit of inquiry in our pupils, we made the decision to move away from Common Entrance examinations and create our own unique themed-based curriculum to get the absolute best out of these golden transition years – preparing each of our pupils for their Senior school.

9.2 During the Lower Prep years, we strive to instil in our pupils the foundations they need to build a life-long love of study. To develop a natural sense of curiosity and to encourage each of them to apply and stretch themselves on their own personal learning journey.

9.3 We follow the National Curriculum in the core subjects of English, Maths, Science, Humanities, Art and Design, RE, Music, French, PE, PSHE and Computing. We recognise the appropriate level of stretch and challenge needed for each individual and pitch lessons accordingly, always providing the necessary level of support and encouragement that each child needs, and ensuring they gain a deep sense of fulfilment from their learning.

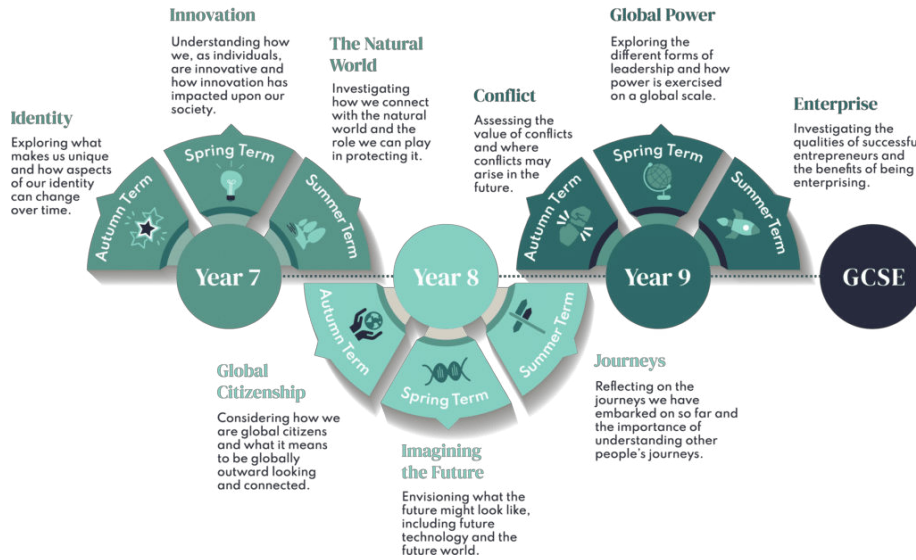
9.4 Teaching is progressive and throughout Lower Prep it becomes more specialised. In Year 3, pupils have specialist teachers for Music, Drama, Computing and Art, and by Year 6, though still having a Form Tutor for continuity and pastoral care, all their lessons are taught by specialist-trained teachers, readying them for the Upper Prep years and beyond.

- 9.5 We also provide variety in our lessons by embracing outside learning in our beautiful, leafy 23 acre grounds. We can take the classroom outside for Maths, Science, PE and more, and at break times the children can build dens, have fun on the Low Ropes course or enjoy the freedom to play in the meadow area and the cut trails. Our incredible grounds provide the backdrop to teach our pupils about sustainability and the environment from this very young age. From organised litter-picks to growing their own vegetable patches, pupils start to appreciate and feel responsible for the natural world they live in.
- 9.6 As a Microsoft Showcase School, we recognise the value in equipping our pupils with the skills to thrive in a modern world of technology. From Year 3, children have twice-weekly lessons in the ICT suite and by Year 6, the use of iPads is integral to their learning, from research and prep-work to creating presentations and movies.

10 The Upper Prep - Y7 – 9 Curriculum (11-14yrs old)

- 10.1 In our endeavour to foster a genuine love of learning, a culture of high aspiration and a spirit of inquiry in our pupils, we made the decision to move away from Common Entrance examinations and create our own unique themed-based curriculum to get the absolute best out of these golden transition years – preparing each of our pupils for their Senior school.
- 10.2 Where the Common Entrance approach is rooted in knowledge-based exams (which one might argue is an exercise in memory and stamina), our Year 7 – 9 Curriculum, through the delivery of academic, knowledge-rich and engaging lessons, focusses on developing in pupils an understanding of themselves and the rapidly changing world around them as well as helping them hone the skills they need to excel at GCSE level.
- 10.3 Being less exam-focussed frees us up to provide a breadth of material and skills-based knowledge in our teaching, and thus develop individual passions while challenging pupils to dig deeper and ignite in them a curiosity and hunger to find out more. A clear highlight of this approach is our Extended Project Work – an independent-led piece of work that Year 7 – 9 pupils undertake each term, where they research and present a subject of particular interest to them.
- 10.4 We are also able to do much more cross-curricular work than might normally be possible. For instance, overlap can be found between History and English and our approach enables us to study these subjects outside their siloes. This presents the world in a more cohesive way for children and helps them join the dots and deepen their love of learning.

7–9 Curriculum



- 10.5 A themed-based approach to learning - Our curriculum encourages our pupils to develop the following attributes: Independence, confidence, a positive work ethic, determination to achieve, curiosity about the world around them, self-awareness and positive self-esteem.
- 10.6 The themes provide a connection between subjects and an overarching focus for pupils as well as helping them to develop into outward-looking global citizens. Themes range from identity and innovation to conflict and global power. This enables pupils to successfully participate in the modern world and become flexible to adapt to their rapidly changing environment. The inquiry questions underpinning the themes are thought-provoking, provide connections between their different subjects and will provide stimuli for the pupils which they can discuss with their teachers, their tutors and at home.

11 Key skills

- 11.1 The whole school curriculum is designed to enable pupils to acquire essential skills in speaking, listening, literacy and numeracy through a stimulating learning experience in the following key areas:
- Linguistic
 - Mathematical
 - Scientific
 - Technological
 - Human and Social
 - Physical
 - Aesthetic and Creative
- 11.2 Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

12 The role of the Head of Department

- 12.1 The role of the Head of Department is to:
- provide a strategic lead and direction for the subject
 - support and advise colleagues on issues related to the subject
 - monitor pupils' progress in that subject area
 - provide efficient resource management for the subject
- 12.2 It is the role of each Head of Department to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Head of Department reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum and sees that progression is planned into schemes of work.

13 Monitoring and review

- 13.1 Assistant Head (Academic) & The T&L Co-coordinator are responsible for the day-to-day organisation of the curriculum. They monitor the teachers' planning and ensure that all classes are taught the full requirements of the EYFS, the National Curriculum, and that all lessons have appropriate learning objectives.
- 13.2 Heads of Department monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.
- 13.3 This policy is monitored by the Senior Leadership Team and will be reviewed every two years, or before if necessary.