



FRAMLINGHAM COLLEGE PREP SCHOOL CURRICULUM POLICY

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

RESPONSIBILITY	ASSISTANT HEAD, TEACHING AND LEARNING
DATE REVIEWED	AUGUST 2025
REVIEW DATE	AUGUST 2027

1 Introduction

- 1.1 At Framlingham College Prep School, our curriculum encompasses all planned activities designed to promote learning, 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. This also encompasses our implicit character and values curriculum, where children learn through the way they are treated and the high expectations we set for their behaviour. We aim to inspire every Framlinghamian to be a curious, capable, compassionate and resilient learner, equipped for an ever-changing world and committed to making a positive impact as a global citizen.
- 1.2 Our curriculum promotes 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 aligns with our Strategic Commitments 2025-2030: to foster lifelong love of learning, high aspirations, creativity, risk-taking, critical thinking, cultural appreciation, respect for diversity and an understanding of the importance of inclusion of others.

2 Values

- 2.1 Our school curriculum is underpinned by the values that define a Framlinghamian: perseverance, respect, courage, aspiration, integrity and kindness. We value every child's uniqueness, listen to individual voices, and promote respect for diverse cultures and beliefs.
 - We nurture spiritual, moral, intellectual, physical and emotional development, ensuring that all pupils feel included, supported and challenged.

- 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

Our curriculum aims to balance academic excellence with holistic development. We strive to:

- Enable all children to develop knowledge, skills, and understanding to the best of their ability
- Teach children the basic skills of literacy, numeracy, speaking and listening, and ICT
- Foster curiosity, creativity, critical thinking and problem-solving skills
- Provide a diverse, inclusive and flexible curriculum that encourages risk-taking and independent thought
- Promote a love of reading and deep engagement with learning
- Support pupils' development as confident, compassionate, responsible global citizens with awareness of sustainability
- Stretch and challenge all pupils, including the most able, through enrichment, leadership opportunities, and scholarship preparation
- 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
- Help children understand Britain's cultural heritage
- Teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- Enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others
- Prepare children for their next stage of education
- 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 four phases.

- **EYFS** (Nursery and Reception): Play-based, exploratory learning focusing on the Prime and Specific Areas of the EYFS framework, with a strong emphasis on communication, storytelling and outdoor learning. 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.

- **Pre-Prep** (Reception to Year 2): We blend play and structured learning through our spiral, theme-based curriculum, fostering curiosity and foundational skills.
- **Lower Prep** (Year 3-6): Theme-based curriculum with increasing subject specialism, outdoor learning, sustainability projects and ICT integration.
- **Upper Prep** (Year 7 and 8): Thematic, knowledge-rich, skills-focused curriculum fostering independence, cross-curricular connections, extended projects and preparation for Senior School, including interview practice and leadership roles.

4.2 We agree a long-term plan/scheme of work for each key stage/subject. This indicates what topics are to be taught 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.

4.3 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 and 3.

4.4 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.

4.5 Nursery & Reception (2-5yrs old) - The Early Years Foundation Stage

- 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

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.

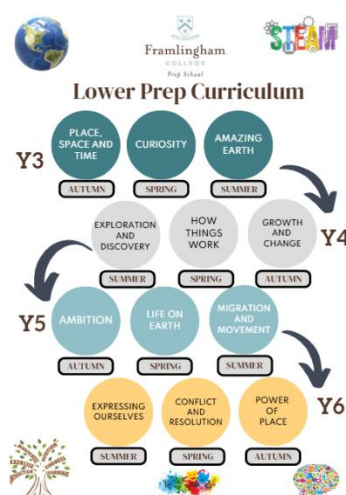
- In the EYFS, development of each child is assessed on a continuous basis. This assessment forms an important part of the future curriculum planning for each child, forming their Next Steps.
- We appreciate that all children need the support of both the parents and the teachers to make good progress 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-Prep children at the beginning of their academic life, just as much as we do for our older Framlinghamians.
- 8.2. In Pre-Prep, children are encouraged to learn through playful, hands-on exploration, to connect emotionally with their discoveries, and to harness these experiences to think creatively, critically, and with curiosity.
- 8.3. We provide learning that 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 a child progresses through the years. In Reception, there are activities with lots of play-based exploration. As they move into Years 1 and 2, there is gradual move to a more teacher-directed style of learning, where children have the attention and capacity to focus more.
- 8.4. Each class has a form teacher who teaches the core-curriculum of Maths, English, 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 Years 3–6, we adopt a thematic and interdisciplinary approach, enabling pupils to make meaningful connections between subjects and engage with big ideas in a wider context. Organising learning around central themes provides coherence and relevance, encouraging deeper understanding and improved engagement through motivating and purposeful contexts. This approach also fosters creativity, independence, and curiosity, encouraging flexible thinking, resilience, and global awareness. We consider these skills to be vital foundations for lifelong learning and future opportunities.



- 9.2 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 adapt 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.

- 9.3 Teaching is progressive and throughout Lower Prep it becomes more specialised. In Year 3, pupils have specialist teachers for Music, Art, PRE and Drama, 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.
- 9.4 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.
- 9.5 We recognise the value in equipping our pupils with the skills to thrive in a modern world of technology. Pupils are taught to use digital tools and technologies effectively; to find, evaluate, and use information online; to communicate and collaborate in digital environments; and to understand digital safety, ethics, and responsibility. At the same time, we promote the importance of balance—helping pupils understand how to integrate technology into their lives in a healthy, sustainable way that supports both academic success and personal wellbeing.

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

- 10.1 In Years 7–9, our thematic curriculum builds on earlier foundations, progressing in sophistication and depth of subject knowledge. Themes are explored with greater maturity, encouraging pupils to analyse, debate, and apply ideas across disciplines. Through the delivery of academic, knowledge-rich and engaging lessons, we develop in pupils an understanding of themselves and the rapidly changing world around them. By engaging with complex concepts in interconnected ways, pupils gain the confidence, creativity, and critical perspective needed for success in Senior School and beyond.



- 10.2 Our termly 'deep learning' days allow pupils to develop extended project work linked to our termly curriculum themes, promoting independence, curiosity, and a deeper engagement with learning.
- 10.3 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 establish relationships between concepts and deepen their love of learning.

10.4 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 critical thinking 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 The curriculum and inclusion

- 11.1 Our curriculum is designed for all pupils. Support is provided for those with SEND or additional needs, with Individual Action Plans or Pupil Passports in place as appropriate. We comply fully with the Equality Act 2010. We also ensure that the most able pupils are extended through adaptive and responsive teaching methods, enrichment opportunities, mentoring and preparation for scholarship pathways.
- 11.2 If children have special educational 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 educational needs including those children with an EHC plan.
- 11.3 The school provides an Individual Action Plan (IAP) and/or Pupil Passport for each of the children who are on the special educational needs/learning support register. This sets out the nature of the special educational 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.
- 11.4 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.

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

12 Key skills

- 12.1 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

12.2 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.

13 The role of the Head of Department

13.1 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

13.2 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.

14 Monitoring and review

14.1 The Assistant Head Teaching and Learning is 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.

14.2 Heads of Department monitor the way in which their subject is taught throughout the school. They examine medium and long-term planning and schemes of work to ensure that appropriate teaching strategies are used. Heads of Department also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the Senior Leadership Team and will be reviewed every two years, or before if necessary.