

# CURRICULUM POLICY

COVERING BOTH SCHOOLS  
INCLUDING EYFS AND BOARDING

<b>Governors' Committee normally reviewing:</b>	Education Committee
<b>Date last formally approved by the Governors:</b>	Summer Term 2024
<b>Date policy became effective:</b>	Summer Term 2018

<b>Period of Review:</b>	Annually
<b>Next Review Date:</b>	Summer Term 2025

<b>Person responsible for implementation and monitoring:</b>	Deputy Head Academic (Senior) Assistant Head Academic
<b>Other relevant policies:</b>	
<p>Preparatory School Policies:</p> <ul style="list-style-type: none"> <li>• Collective Worship Policy</li> <li>• Disability and Accessibility Plan</li> <li>• Educational Visits Policy</li> <li>• Learning and Teaching Policy</li> <li>• Library Policy</li> <li>• Behaviour and Discipline, Sex and Relationship Education</li> <li>• Sports, Games and Activities</li> <li>• Supervision Policy</li> </ul>	<p>Senior School Policies:</p> <ul style="list-style-type: none"> <li>• Learning and Teaching Policy</li> <li>• Library Policy</li> <li>• Spiritual, Moral, Social and Cultural Policy</li> </ul> <p>Joint Policies:</p> <ul style="list-style-type: none"> <li>• PSHE Policy</li> <li>• Admissions Policy</li> </ul>

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

**SAFEGUARDING STATEMENT**

*Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.*

**EQUAL OPPORTUNITIES STATEMENT**

*The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.*

# 1. INTRODUCTION

## 1.1 Curriculum Vision

The curriculum is designed to contribute to our aims to develop our pupils as individual characters through the provision of outstanding all round education and to develop and stretch students academically, to be life-long learners, well-rounded, aspirational, globally minded, with the skills to flourish beyond school, applying the principles of a growth mindset, to be the best that they can be.

### 1.1.1 Whole School

Throughout the school, the curriculum enables pupils to experience a broad education, but also to specialise according to their own strengths and educational needs. The school gives pupils broad educational experiences in the following areas; linguistic, mathematical, scientific, technological, human and social, spiritual and moral, physical, aesthetic and creative.

In addition to the strong academic ethos of the school, pupils have many opportunities to pursue and engage in our expansive and varied programme of co-curricular activities (*See the Co - Curricular Activities Programme*).

### 1.1.2 Stewart House (Pre-Prep Years R-2)

Pupils in Stewart House engage in active learning where curriculum subjects are taught through a creative topic-led approach. Purposeful first hand experiences such as trips/visits, drama or an exploration day, are an integral part of each term's planning. The children use these experiences to support connections in their learning.

In Reception, the EYFS curriculum follows 7 areas of development - 3 prime areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) and 4 specific areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design).

As children progress to KS1, objectives for English (Reading, Writing, Spelling, Punctuation, Grammar, Spoken Language), Science, History Geography, Computing, Art, Design and Technology, PSHE are delivered in a meaningful way to allow children to make connections. Other curriculum areas such as RE, Spanish, Music, Swimming and PE are taught through a more subject specific approach.

The characteristics of effective learning are promoted across EYFS and KS1. These include Playing and Exploring, Active Learning, and Creating and Thinking Critically. Essential Literacy skills including Phonics, Grammar, Punctuation, Handwriting and Numeracy skills (through a Maths Mastery approach) are taught explicitly.

### 1.1.3 Prep School (Years 3-8)

**Linguistic:** Pupils are encouraged to develop their linguistic skills through listening, speaking, reading and writing. The School teaches linguistic skills formally through English and Modern Foreign Languages. Spanish is taught from Year 3 to Year 8, with a choice of French and German also offered in Years 7 and 8. Latin is taught to all pupils in Year 7 and 8. Extra support for English is offered throughout the School where necessary. Literacy skills are developed through the specific subject content in the English curriculum, but are also developed through the wider curriculum.

**Mathematical:** Through a variety of mathematical experiences, pupils are encouraged to make calculations, understand and appreciate relationships in pattern, number and space, and develop their capacity to think logically and express themselves clearly. Their

understanding and knowledge of Maths is developed in a variety of ways such as practical, exploration, discussion and problem solving. Maths is a core subject and numeracy underpins work in many subject areas across the curriculum.

**Scientific:** Science is a core subject from Year 3, and from Year 8 the three separate subjects Biology, Chemistry and Physics are taught. Science teaches an understanding of nature, natural phenomena and materials. Children are encouraged to hypothesise and explore their own solutions to given problems. Enquiry and investigation are used to stimulate creative thought and pupils learn to conduct experiments and ask scientific questions. Pupils are encouraged to appreciate the ways science will affect their future on a personal, national and global level.

**Technological:** Computing is taught to all pupils from Year 3 to Year 8. They use a range of devices as tools for digital learning, and in Year 5-8 each pupil has their own Chromebook to use across the curriculum. Through the study of Design, Technology and Engineering in Year 5 to 8, they learn to design, evaluate and work with tools and equipment.

**Aesthetic and Creative:** Pupils study Art from Year 3 to 8, Music from Year 3 to 8 and Drama from Year 5 to 8. Through opportunities to make, create, compose and invent, all pupils are encouraged to develop their aesthetic and creative selves. Most subjects call for personal, imaginative and often practical responses and the emphasis on kinaesthetic and visual learning in the classroom allows for plentiful occasions for the aesthetic and creative to be developed.

**Human and Social:** History and Geography are studied by all pupils from Year 3 to 8. Through learning about people and their environment, and how human action has influenced events and conditions, pupils gain knowledge and understanding of the world around them, past, present and future.

**Spiritual and Moral:** RS lessons are studied by all pupils in Year 3 to 8, focusing on both core RS curriculum content as well as specific lessons in Philosophy. PSHE lessons are taught as specific lessons once a week. Through opportunities to experience, study and lead acts of worship during Chapel and Religious Studies lessons, pupils are encouraged to understand Christianity and other religious philosophies and associated values. Pupils are encouraged to think about their own moral standing and spiritual beliefs, and make choices about their contributions to the immediate and wider community in preparation for the opportunities, responsibility and experiences of life in British Society. They are encouraged to support the fundamental British values of democracy, learning to show respect for other people and paying particular regard to the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, understanding the challenges of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

**Physical:** Pupils have Games lessons as well as Physical Education lessons throughout Years 3 to 8. Through a variety of activities and sports, pupils are encouraged to adopt a physically active lifestyle where possible and gain an understanding of cardiovascular health and fitness, posture, nutrition, hydration, muscular strength, flexibility and endurance. Pupils' motor skills are developed and pupils are provided with knowledge of health and fitness, so that the relationship between physical activity and general health is understood.

#### 1.1.4 Years 9-11

In Year 9 the curriculum is deliberately broad and varied to enable pupils to experience a range of languages, humanities and creative subjects so that they can make appropriate choices, based on informed decisions, for their GCSE subjects. There are, however, opportunities to individualise the curriculum according to educational need: Support for

Learning and/or English as an Additional Language are offered within the Modern Foreign Language timetable block and can be taken instead of one (or both) language choices. Pupils are provided with effective preparation for the opportunities, responsibilities and experiences of life in British society through specific topics within PSHE, TEP, History and English.

In Years 10-11 the vast majority of pupils are expected to continue with the core subjects (English Literature and Language, Mathematics and Science). It is also recommended that they study at least one Humanities subject and one Language to emphasise breadth at this level. In addition the most able pupils may be given the opportunity to study other subjects (such as Greek or Music) to GCSE outside the timetable to stretch and challenge them beyond the level of their peers. Furthermore, the most able Mathematicians may take Additional Maths (FSMQ) in the summer of their Year 11, in addition to GCSE Mathematics. Other strategies will also be considered to ensure that the most able students are given opportunities to access a more challenging level of education, although it must be noted that a greater number of GCSEs has been shown not to equate to a more challenging educational experience.

### **1.1.5 Sixth Form**

At Sixth Form level the School offers a range of pathways to recognise the growing importance of individualising the curriculum according to individuals' needs and to prepare pupils appropriately for the next stage of their lives. Pupils choose between studying for the International Baccalaureate or the A Level programme, within which BTEC Sport or Business may also be studied where appropriate. The IB should not be seen as only appropriate to the most able pupils, but a course that provides a broader and skills-based curriculum for those who would benefit from this approach. The specialisation offered by A Level will again be more appropriate to other pupils. The A Level programme is supplemented by the Extended Project Qualification, an independent research project undertaken by pupils but supported by teachers through a Taught Element of lessons and lectures on study skills and through their supervision of the Independent Element.

## **1.2 Academic Leadership**

The Deputy Head (Academic) in the Senior School and the Assistant Head Academic in the Prep School, reporting to their respective Heads, have responsibility for the curriculum in their schools, however they meet regularly to discuss academic developments and the potential impact that developments in their school will have across both schools. Furthermore, there are Joint HoDs meetings throughout the year in which Heads of Department across both schools meet to ensure that there is a smooth transition within each subject.

### **1.2.1 Pre-Prep and Prep School**

The Assistant Head Academic, the Head of Stewart House and the Leading Learning Team are responsible to the Head of the Prep School for ensuring delivery of a relevant, engaging and challenging curriculum.

### **1.2.2 Senior School**

The Deputy Head (Academic) is responsible to the Head for a broad and stimulating curriculum, which enables all pupils to reach their potential. The Academic Office manages the academic administration of the School and advises on academic policy. The Academic Office consists of: the Deputy Head (Academic); two Assistant Heads (Academic); the Timetabler; the Director of Exams; the Director of the IBDP; the Director of Professional Guidance; and the Director of Teacher Development.

Through all phases of the School, curriculum development is also driven by the Heads of Department, whose responsibility it is to ensure that, within their subject areas, the curriculum is designed to develop pupils' competences in communication, numeracy and digital skills, to develop study skills such as higher-order thinking skills and to provide opportunities for pupils to develop academic independence, working collaboratively and leadership.

## 2. CURRICULUM STRUCTURE

### 2.1 Prep School

The curriculum structure for the Prep School is outlined in the school timetables. Within the Prep School, detailed schemes of work highlight curriculum development and ensure continuity across phases. The Learning Pathways from Reception to Year 8 are communicated to parents through the newsletter on a termly basis and provide an outline of topic areas for the term. The Learning Pathways are reviewed annually and are published on the website as a formal statement of our curriculum.

### Curriculum Policy – Lesson Allocation by Phase and Subject Area

Av. Time allocation in hours per week	Stewart House Years R-2	Ffrome Court Years 3&4	Cloisters Years 5&6	Courtauld House Years 7&8
English / Language **	7	6	6	5
Mathematics	5	5	5	4
Science	1	2	2	3
Humanities (incl. RS)	1.5	2.5 - 3	3	3
Spanish	0.5	1	1	2
French/German				1
Latin				1
Computing	1	0.7	1	1
Physical (PE/Swim + Games)	1.5	1 + 2	1 + 6	1 + 6
Art, Music, DTE, Drama, Forest School	5	4	4	4
Academic enrichment/booster/prep			1.5	3.5
PSHE	0.5	1	1	1

#### Notes:

\*\* English / Language includes: English lessons, Reading & Library sessions

## **2.2 Year 9**

During Year 9, pupils study the full range of subjects in order to identify their strengths and weaknesses and to give them an introduction to subjects that they may not have encountered before coming to Felsted. Teaching groups are arranged in one of two formats depending on the subject. The pupils are roughly setted according to ability in Maths, English, Science and MFL, although these sets are labelled by teacher initials rather than set number. There is a degree of setting within the Humanities block (of Classics, History, Geography, RS and Computing), however this is only so that Classics can be separated into Latin sets 1 and 2 and Classical Civilisation into mixed ability groups 3, 4 & 5. Again, these are labelled by teacher initials rather than set number. The classes within the Creative block (Art, DT, Music, Drama) as well as PE and PSHE are fully mixed abilities.

The Year 9 curriculum is arranged as follows:

Subject	Number of lessons/fortnight
Mathematics	6
English	6
Science*	9
Languages** (SfL/EAL)	4 + 4
Latin/Classical Civilisation***	4 / 3 + 1 PE
History	3
Geography	3
RS	3
DT/Art	4
Music	2
Drama	2
Computer Science	3
PE	1
PSHE	2
<b>TOTAL</b>	<b>56 lessons/fortnight</b>

\* Science comprises 3 periods each of Biology, Chemistry and Physics

\*\* Spanish, French and German are offered (as well as SfL and EAL). Pupils take one or two of these.

\*\*\* Latin has 4 lessons per fortnight. Classics has 3 lesson per fortnight, with the fourth lesson allocated to PE.

## **2.3 Years 10-11**

Felsted School's curriculum provides a standard model for pupils to take nine GCSEs, including four optional subjects, however some pupils will undertake Further Maths (set 1 only) and will then receive ten GCSEs. This retains sufficient breadth in the curriculum for pupils to develop their particular strengths and interests and maintains a wide choice for Sixth Form study.

Every pupil studies English Language, English Literature, Mathematics and Science: Science is studied at Dual Award for most), although the top two sets will study separate sciences. These form the compulsory subjects. In addition, all pupils are required to choose four optional subjects including (for most) one language and one humanities subject. Those pupils, who have EAL/SfL support, are advised to take 3 optional subjects and have EAL/SfL lessons in the lesson allocation for the fourth optional subject. Pupils follow non-examined courses in PSHE and Physical Education throughout Years 10 and 11.

Subject	Year 10	Year 11
English	8	9
Mathematics	7	7
Science*	12	12
4 x Option subjects	4 x 6	4 x 6
PSHE	2	2
PE	2	1
PSP	1	1
Careers		56 lessons/fortnight
TOTAL	56 lessons/fortnight	

- Double Award GCSE as the 'standard' model

GCSE option subjects:

Art	French	Latin
Classical Civilisation	Geography	Music
Computer Science	German	PE
Design and Technology	Greek (off-timetable)	Religious Studies (TEP)
Drama	History	Spanish
Separate Sciences		

## **2.4 Sixth Form**

The Sixth Form curriculum at Felsted is a holistic and integrated curriculum delivered through the academic curriculum leading to A Levels (with the option to take BTEC courses within the A Level programme) or the International Baccalaureate. Pupils are provided with guidance and support throughout Year 11 in order to help them choose the most appropriate curriculum pathway and subjects for their ability and aspirations. The academic curriculum is complemented by a very wide range of co-curricular opportunities and a broad careers and work education programme, which starts well before the Sixth Form.

### **2.4.1 A Levels and BTECs**

Sixth Formers opting for A Levels will usually study three subjects over the Lower and Upper Sixth. In addition students will follow the Extended Project Qualification (EPQ) in the Lower Sixth. A small number of pupils may take a fourth subject and it may be advisable for a small number of pupils to take a more tailored route which might include two A Levels and an AS over two years. There is also a BTEC option (either Level 3 National Extended Certificate or Level 3 National Diploma) in Sport or Level 3 National Extended Certificate in Business, which will be offered to existing Felsted students as an alternative route through Sixth Form (either separately from or in combination with A Level courses). There are no restrictions on pupils taking any sensible combination of subjects for A Level. Every effort is made to accommodate any reasonable combination of subjects in the timetable. However, it is not possible to guarantee that all combinations will be possible. Pupils are advised by the middle of the Summer Term if their choices are likely to be problematic. Pupils may change their choice of subjects after that date with the permission of the Deputy Head (Academic) and if space is available.

In addition to their three/four subjects, pupils in the Lower Sixth spend one lesson per fortnight following a Careers programme. This course also includes a series of lessons on Study Skills. Furthermore, all Sixth Form pupils are given formal PSHE lessons (one lesson per fortnight).



All subjects (whether A Level or BTEC) are allocated 12 lessons per fortnight. Where there are small groups, the allocation may be reduced to as few as 8 lessons per fortnight. EPQ is allocated 4 lessons per fortnight in the Lower Sixth only. Additional workshop sessions are also available for several subjects.

A Level courses available:

Art and Design Biology Business Studies Chemistry Classical Civilisation Computer Science Design and Technology Drama and Theatre	Economics English Literature French Geography German Government and Politics History Latin	Mathematics Further Mathematics Media Music Physical Education Physics Psychology Religious Studies Spanish
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BTEC courses available:

Sport (Level 3 - Extended Certificate) Sport (Level 3 - Diploma)	Business (Level 3 - Extended Certificate)
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#### 2.4.2 International Baccalaureate

The International Baccalaureate (IB) is taught in separate classes to A Level in all subjects in almost all cases. Sixth Formers who decide to opt for the IB have to select six subjects, one from each group listed below. Three of these subjects must be at Higher Level and three must be at Standard Level. Higher Level subjects have nine lessons a fortnight, Standard Level six.

Whilst the options below will be offered at the start of the options cycle, decisions based on pupil demand will mean that not all options will always run. Decisions on subjects are determined at the end of the Spring Term.

<b>Group 1 - Language A (native language)</b>	<b>Group 2 - Language B (non-native language)</b>	<b>Group 3 - Humanities</b>
English Lang and Lit German Lang and Lit Italian Lang and Lit Self-study Language (SL) only	English Lang (HL only) French Latin Spanish Spanish ab initio Italian ab initio	Economics Geography History Philosophy Psychology
<b>Group 4 - Science</b>	<b>Group 5 - Mathematics</b>	<b>Group 6 - Creatives &amp; Electives</b>
Biology Chemistry Design Technology Physics Sports, Exercise and Health Studies	Mathematics: Analysis and Approaches (HL/SL) Mathematics: Applications and Interpretations (SL only)	Music Visual Arts Global Politics

Students also follow a course in the Theory of Knowledge (ToK) with four lessons per fortnight; complete an Extended Essay (EE) and a programme in Creativity, Action and Service (CAS).

### **2.4.3 The co-curriculum Programme in the Sixth Form**

This is distinctive and is summarised in the Co-Curricular Policy for the school. There is an emphasis on:

- A very wide range of possible activities for a smaller community school
- Providing exceptional range and high quality experiences that extend and develop pupils
- Developing life skills and an education for life which includes emphasis on Work Education
- Specific attributes such as international experiences (which include Round Square exchanges, diverse expeditions and tours, and a partnership with the Magic Bus charity working with street children in Mumbai)
- Student engagement in the life of the school
- Environmental awareness
- Adventurous pursuits (including CCF, D of E, Community Service, expeditions)
- Leadership
- Service

Sport, Music and Drama all flourish at a high level with many opportunities for Sixth Form students to set a lead. Sixth Form students provide leadership in Year 12 in their Houses, and as Prefects in the whole school in Year 13, and also through representatives on the School Forum. They also provide leadership of other students across the School through a strong inter-House competition throughout the year. A professional guidance and careers programme offer a series of experiences with in-school conferences provided by parents or Felstedians across diverse professions, work experience and placements, and visiting speakers on a range of careers, as well as Business and Enterprise and other competitions.

### **3. EXTRAORDINARY CIRCUMSTANCES**

During periods of extraordinary circumstances, like those we experienced during the Covid-19 pandemic, it may be necessary to make adjustments to the curriculum in order for it to be delivered effectively, for example if the School has to move to an extended period of online learning. If this situation were to occur, the School would produce details of the adjustments and make this information available on the school website.

Whilst online, synchronous remote learning can be supported for pupils experiencing the need for a period of absence (for example recovering from a planned operation), we do not make this type of provision as a 'standard model'. Requirements for remote learning will need to be discussed and agreed in advance with the Academic Office.