Felsted

CURRICULUM POLICY

INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Pupil Focus Group
Date last formally approved by the Governors:	Spring Term 2026 Interim changes Autumn 2026

Period of Review:	Annually
Next Review Date:	Summer Term 2027

Person responsible for implementation and monitoring:	**Deputy Head Academic (Senior)** Assistant Head Academic

Other relevant policies:

Preparatory School Policies:
- Library Policy
- Sports, Games and Activities
- Supervision Policy

Senior School Policies:
- Library Policy

Joint Policies:
- Admissions Policy
- Behaviour & Discipline Policy
- Collective Worship Policy
- CEIAG Policy
- Disability and Accessibility Plan
- EAL Policy
- Educational Visits Policy
- Relationships and Sex Education Policy and PSHE Policy
- SMSC Development Policy
- SfL Policy

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 and Child Protection 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 characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

Contents

1.	**Introduction & Curriculum Intention**	3
2.	**Curriculum Structure**	
2.1	Overview of provision by key stage	4
2. 2	Class sizes,teaching groups and sets	8
3.	**Curriculum Delivery: Teaching & Learning**	11
3.1	Language & Communication	14
3.2	Technology & Innovation	17
3.3	Creativity & Performance	19
3.4	Society & People	21
3.5	Sports & Adventure	23
3.6	Future & Self	25
4.	**Monitoring & Evaluation**	27

INTRODUCTION - Intentions for the Felsted Curriculum:

Through our curriculum, we seek to:

1. Educate all Felstedians, including those with an EHC plan, to develop them as individual characters, through provision of outstanding all round education. Pupils learn to work hard to be the best that they can be in all that they encounter through teaching that nurtures, acknowledges and rewards effort and positive approaches to learning.

2. Develop and stretch pupils 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. Pupils learn about distinct subjects and the interrelation between subjects and their application to the real-world. Pupils learn how to be curious and engaged through teaching that supports enquiry and hypothesising, testing and reflecting on experiences and reasoning.

3. Provide outstanding pastoral care, a safe and supportive environment, co-curricular opportunities, lessons in leadership, service, challenge, personal growth, and emotional/intellectual development. Pupils learn how to take care of themselves and to take responsibility for the care of others and the world around them through teaching that enables pupils to recognise risks and potential harm, and to engage actively and positively with difficulties in whatever form these may take. Academic achievement is recognised as core to a child's wellbeing and development.

4. Develop a strong sense of community, based on development of personal faith, tolerance and respect. This community will include all pupils, as well as parents, staff, Governors, Old Felstedians and the wider Felsted community. Pupils learn about Christian faith and traditions, as well as wider British Values, and the beliefs and traditions of other religions and cultures through teaching that seeks to explore and celebrate the benefits of differences as well as to understand that there is more that unites us as a community than that which divides us.

5. Make a difference, through developing truly effective global citizens, fulfilling our charitable purpose, including making a Felsted education available to families, through bursary, scholarship and outreach. Pupils learn about issues, debates, problems and events that take place on an international scale, or affect other parts of the world through teaching that is well informed of world events and affairs.

6. Provide a strong foundation for the future of the school. Pupils learn about the history of the school and the local environment, and its basis in long-standing tradition with a life-long identity as Felstedians through teaching that nurtures and values each individual pupil as a member of that historic community.

To achieve this, curriculum provision is organised into distinct areas, with children's progression carefully planned to facilitate progression of knowledge, skill and understanding from Pre-Reception to Upper Sixth. Our curriculum is one that is intentionally designed & delivered to support the development of character[1]. These curriculum areas are:

- Language & Communication
- Technology & Innovation
- Creativity & Performance
- Society & People
- Sports & Adventure
- Future & Self

[1] The curriculum designed is an evidence -informed approach. See for example Home - Jubilee Centre for Character and Virtues

2. CURRICULUM STRUCTURE

2.1 Overview of provision by Key Stage

EYFS Curriculum Provision & Structure

The school is exempt from the statutory Learning and Development requirements of the Early Years Foundation Stage (EYFS) framework, pursuant to the *Early Years Foundation Stage (Exemptions from Learning and Development Requirements) Regulations*.

This exemption is in place because our curriculum extends significantly beyond the minimum statutory framework, delivering an enriched educational experience through specialist taught provision in **Spanish**, **Swimming** and **Dance**.

While operating under this exemption, the school remains aligned with the principles of the EYFS framework and maintains full assessment rigour by undertaking both the **Reception Baseline Assessment (RBA)** upon entry and the **EYFS Profile (EYFSP)** at the end of the Reception year. **Felsted School** continues to comply fully with all statutory EYFS Safeguarding and Welfare requirements.

Teaching in the Early Years blends focused adult led moments with child initiated play. Staff observe closely, noticing what captures children's attention and adapting plans to meet emerging needs.

Pre-Reception (Ages 3–4)

Learning is centred on the Prime Areas (*Communication and Language*, *Physical Development*, and *Personal, Social, and Emotional Development*), which form the foundation for all early development.

- **Prime Areas:** Prioritised and embedded continuously throughout every day through high-quality adult-child interactions, rich continuous provision, and routines.
- **Specific Areas**: Introduced through gentle, play-based exploration, story sessions, and hands-on experiences rather than formal discrete lessons.

Reception (Ages 4–5)

Provision transitions toward a balanced blend of child-initiated play and structured adult-led teaching to prepare children for Key Stage 1.

- **Prime Areas**: Embedded continuously across every session, outdoor learning, and daily routines to support emotional readiness, physical mastery, and communication.
- **Specific Areas**: Delivered through short, focused daily adult-led sessions:
    - Literacy & Phonics: 5 daily sessions per week
    - Mathematics: 5 daily sessions per week
    - Understanding the World & Expressive Arts and Design: 2–4 targeted sessions per week, with concepts extended continuously through continuous provision.

Key Stage 1 - Key Stage 4

Av. Time allocation	**Weekly Timetable**			**Fortnightly Timetable**			
	Key Stage 1	**Lower KS2 Y 3&4**	**Upper KS2 Y 5&6**	**Y 7& 8**	**Y 9**	**Y 10**	**Y 11**
English / Language[2]	**6**	**6**	**6**	**10**	**6**	**8**	**9**
Mathematics	**5**	**5**	**5**	**8**	**6**	**7**	**7**

[2] English / Language includes: English lessons, Reading & Library sessions

Science[3]	**1.5**	**2**	**3**	**6**	**9**	**12**	**12**
Physical Education	**1.5**	**1**	**1**	**2**	**2**	**2**	**2**
PSHE & Careers	**2**	**1**	**1**	**2**	**2**	**2**	**2**
Humanities (incl. RS)	**1.5**	**3**	**3**	**6**	**12**	Option subjects 4 x 6 periods = 24	Option subjects 4 x 6 periods = 24
Languages[4]	**0.5**	**1**	**1**	**6 + 4**	**6**		
Computing/Digital Literacy	**1**	**1**	**1**	**2**	**3**		
Art, Music, DTE, Drama, Forest School	**6**	**6**	**4**	**8**	**8**		
Total (Plus Games in KS2)	**25**	**26 (30)**	**24 (30)**	**54**	**54**	**55**	**56**
Leadership	Interwoven within curriculum			0.5	2	2	**2**
Academic enrichment/booster/prep	n/a	2	2	2	Co-curricular & independent study times across the week		
Games / Team Practice	n/a	4	6	6	4	4	**4**
Fixtures	Depending on age, team and sport. Fixtures can include weekly home /away matches, tournaments and Cup fixtures						

Curriculum Structure - Key Stage 4 - GCSE Options

All[5] Felstedians study the following core GCSE subjects:

- English Language
- English Literature
- Maths
- Science (Double Award)

In addition to this, pupils will typically study a further four GCSE subjects, chosen from a number of subjects. Subjects are offered in a 'block' system, and so pupils are required to choose combinations of options that are available. Every effort is made to facilitate most combinations, but there are instances where unusual combinations may not be possible. In these circumstances, the school will work with families and pupils to identify priorities and suitable subjects in a combination that can be provided.

GCSE option subjects are:

- Art
- Classical Civilisation
- Computer Science
- Design and Technology
- Drama
- Separate Sciences

[3] There are two routes through Science offered at GCSE - the standard 'Double Award' has 4 periods per discipline, but those wishing to prioritise Sciences may opt to follow the separate Sciences, 'Triple' route, which occupies one option space, providing the study of sciences with a total of 18 periods

[4] In Year 7 and 8 Spanish, French and German, and Latin are offered (as well as SfL and EAL). Pupils take one or two of these as 'Language 1'. Pupils will then study either 'Global Studies' or they can use the additional time for a second 'Language 2'. This would be supplemented by an additional lesson each week in the 'Extended Timetable'

[5] With the exception of pupils for whom this combination is not achievable due to language constraints

- French
- Geography
- German
- History
- Latin
- Music
- PE
- Religious Studies (TEP)
- Spanish

Key Stage Five: Sixth Form

The Sixth Form curriculum at Felsted is a holistic and integrated curriculum delivered through the academic lessons leading to A Levels, modular vocational qualifications or, the International Baccalaureate Diploma.

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.

Teaching periods per fortnight:

	Year 12	Year 13
Option subject 1	12	12
Option subject 1	12	12
Option subject 1	12	12
Option subject 1	12	12
EPQ	4	
Careers	1	0
PSHE	1	1

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

Modular / Vocational courses available:

Sport (Level 3 - Extended Certificate) Sport (Level 3 - Diploma)	Business (Level 3 - Extended Certificate)
Creative Digital Media Production (Level 3 - Extended Certificate)	Applied Science (Level 3 - AAQ)

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.

	Year 12	Year 13
HL subject 1	9	9
HL subject 2	9	9
HL subject 3	9	9
SL subject 1	6	6
SL subject 2	6	6
SL subject 3	6	6
TOK	4	4
PSHE & Careers	1	1

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 be available. Decisions on subjects are determined at the end of the Spring Term.

Group 1 - Language A (native language)	**Group 2 - Language B (non-native language)**	**Group 3 - Humanities**
English Lang and Lit German Lang and Lit Italian Lang and Lit Self-study Language (SL) only	English Lang (HL only) French Latin[6] Spanish Spanish ab initio	Economics Geography History Philosophy[7] Psychology
Group 4 - Science	**Group 5 - Mathematics**	**Group 6 - Creatives & Electives**
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).

[6] Course running depending on uptake and viability in the wider cohort - see 'Working Principles for small classes' below

[7] Course running depending on uptake and viability in the wider cohort - see 'Working Principles for small classes' below

2.2 Class sizes, teaching groups & sets

Relatively small class sizes play an important role in providing a personalised education at the Preparatory and Senior Schools ("the School"). This enables closer interaction between teacher and pupil and is a key aspect of a differentiated approach to the broad range of learners within the Schools.

All staff are encouraged to give high quality individual feedback, both orally and in writing, in order to ensure effective progress at the right pace for each individual.

	EYFS	KS1	KS2	KS 3 & 4	Ys 12 & 13
Optimum	16	18	20	22	14
Maximum	16	20	22	24	16

Arrangements for small classes

From time to time, interest and uptake in some subjects is lower than anticipated. In these circumstances, the school reserves the right to adjust the number of teaching periods offered, on the basis that with smaller numbers, teaching is more focused and can move at a much faster pace. The school reserves the right for the Head to determine the viability of any given course.

Working Principles for small classes

1. Felsted school seeks to provide a broad and balanced curriculum, and as such, will encourage and make available a broad range of subjects for study at GCSE and into the Sixth Form (for A level and IB)
2. This must be balanced with the need to ensure that the curriculum and timetable is appropriately arranged so that resources are used efficiently and effectively
3. Where there is a risk that a class is likely to have fewer than 5 pupils, parents, pupils and teachers should be made aware that the class / subject will be offered on fewer periods, or where an alternative subject combination may be required to enable a pupils to join another class in the same subject
4. Decisions need to be communicated in a timely manner to enable pupils and families to have reasonable time for choice

A level & BTec subjects

Number of pupils in class	**Number of periods of class teaching supplied per fortnight**	**Expectations and supplementary resources**
1	4	● High level of independence ● Content taught at rapid pace ● 6 PSPs allocated in TT specific to subject ● 2 x 45 mins 1:1 time with FLA / GRA or technician (if appropriate) ● Practical subject weighting + 4
2	6	● High level of independence

		● Content taught at rapid pace ● 6 PSPs allocated in TT specific to subject ● 1 x 45 mins 1:1 time with FLA / GRA or technician (if appropriate) ● Practical subject weighting + 4
3	8	● Strong level of independence ● Content taught at rapid pace ● 4 PSPs allocated in TT specific to subject ● 1 x 45 mins 1:1 time with FLA / GRA or technician (if appropriate) ● Practical subject weighting + 2
4	10	● Expected level of independence ● Content taught at rapid pace ● 2 PSPs allocated in TT specific to subject ● 1 x 45 mins 1:1 time with FLA / GRA or technician (if appropriate)
5 +	12	● Expected level of independence ● Content taught at appropriate pace ● 1:1 time with FLA / GRA or technician (if appropriate)

IB subjects

Classes are expected to reach a minimum requirement of 5 pupils.

Where the number of pupils falls below this, the school will look for ways to offer the subject alongside other options in the programme so that the subject combination can be delivered

The school reserves the right to not run a subject in Group 3 or Group 6 where small numbers of pupils limit the viability of the class, or to offer only a SL option

Number of pupils	**Curriculum adaptation required**
1	● Course unlikely to be offered, especially in group 3 or group 6 unless lessons can be concurrent with A Level class or another activity. ● Alternative choice will be requested from pupil, taking account of aspirations and onward destination requirements
2	● Course unlikely to be offered, especially in group 3 or group 6 unless lessons can be concurrent with A Level class or another activity. ● If running, class/ subject offered as 'Standard Level only' ● Alternative choice will be discussed with pupils, taking account of aspirations and onward destination requirements
3	● Course offered as Standard Level only, especially in Group 3 or group 6
4	● Course offered as Standard Level only

GCSE & KS3 Languages

Number of pupils	Curriculum adaptation required
1 - 8	● Pupils asked to consider alternative subject combination to join an alternative class ● Class not available to one pupil ● If no other class is possible (perhaps because there is only one class offered in the curriculum), then pupils will be able to take an alternative subject

Teaching group arrangements:

Felsted supports pupils to learn at a pace appropriate to the individual child, whilst also ensuring appropriate coverage of subject content and the development of skills appropriate for the age and stage of the pupil. Felsted recognises the benefit of different approaches to teaching group arrangements, to enable pupils to develop their confidence as well as accelerate their learning where appropriate.

Where pupils are arranged into teaching sets, this is done on the basis of prior assessment of pupils' attainment, also bearing in mind the baseline expectation for progression. Felsted school operates a policy of continuous assessment, recognising that no single assessment point is likely to capture or represent a pupil's level of ability[8]. As such, where the school is asked to consider an alternative teaching group for an individual child, it is likely that this will need to take into consideration several assessments over time, in order to reach a well evidenced and justified decision.

	Ys R-2	Ys 3- 6	Ys 7&8	Y 9	Y 10	Y 11
English / Language	Mixed, class-based	Mixed, class-based	Sets	Sets	Sets	Sets
Mathematics	Mixed, class-based	Sets	Sets	Sets	Sets	Sets
Science	Mixed, class-based	Mixed class-based	Mixed	Sets	Sets[9]	Sets
Humanities (incl. RS)	Mixed, class-based	Mixed class-based	Mixed	Mixed	Mixed	Mixed
Languages	Mixed, class-based	Mixed class-based	Mixed	Sets[10]	Mixed	Mixed
Computing	Mixed, class-based	Mixed class-based	Mixed	Mixed	Mixed	Mixed
Art, Music, DTE, Drama, Forest School	Mixed, class-based	Mixed class-based	Mixed	Mixed	Mixed	Mixed
Sports, Games / Team Practice / Adventurous Activities	n/a	By team, as appropriate to the activity				

[8] This is an evidence-based approach set out more fully in the Assessment, Tracking & Reporting policy.

[9] Science classes are determined by options choices, though there are classes directed toward tiers of entry in the Double Award.

[10] In Spanish, the main language classes are set, but where there is only one class, there is mixed ability teaching.

Curriculum Delivery: Teaching & Learning

Felsted has high expectations and high standards of all members of the community. Felsted School aims to deliver an excellent learning experience for pupils, and our expectations for the way in which our curriculum delivered is with reference to evidence-informed academic literature[11].

Implementing the curriculum intentions:

Classroom teachers

Teachers, Heads of Department, Housemaster/mistresses/ Heads of Key Stage and Senior Leaders all have a responsibility to ensure that every child makes good or excellent progress through effective teaching[12].
The components of effective teaching are:

Understanding the content

Teachers will have a deep and fluent understanding of the content being taught. They will consider curriculum sequencing and have knowledge of relevant curriculum tasks, assessments and activities and their diagnostic and didactic potential. Teachers will be able to generate varied explanations and multiple representations or analogies to support pupil understanding. Knowledge of common student strategies, misconceptions and sticking points will also impact teaching strategies and delivery.

Creating a supportive environment

Teachers will promote interactions and relationships with all students that are based on mutual respect, care, empathy, and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students. Teachers will promote a positive climate of student-student relationships which are characterised by respect, trust, co-operation and care. Learner motivation will be developed through feelings of competence, autonomy & relatedness. All lessons should have a climate of high expectations, with high challenge and trust, so that learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.

Maximising the opportunity to learn

Teachers will manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g. starts, transmissions); giving clear instructions so students understand what they are doing; using (and explicitly teaching) routines that make transitions easier. Teachers will ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied. Teachers will prevent, anticipate and respond to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately.

Activating hard thinking, which includes:

- **Structuring:** teachers will give students an appropriate sequence of learning tasks; signal learning objectives, rationale, overview, key ideas and stages of progress; match tasks to learners' needs and readiness; scaffold and support to make tasks accessible to all, but will be gradually removed so that all students succeed at the required level.
- **Explaining:** teachers will present and communicate new ideas clearly, with concise, appropriate, and engaging explanations; connect new ideas to what has previously been learnt; use examples appropriately to help learners understand and build connections; model / demonstrate new skills or procedures with appropriate scaffolding and challenge; use worked / part-worked examples
- **Questioning**: teachers will use questions and dialogue to promote elaboration and connected,

[11] Especially *Making Every Lesson Count*, Allison & Tharby, 2015
Rosenshine's Principle in Action, Sherington, 2019
Mindset, Dweck, 2017
Visible Learning: Feedback, Hattie & Clarke 2019
[12] *Drawn from Evidence Based Education 'Great Teaching Toolkit', published 2020*

flexible thinking among learners; use questions to elicit student thinking; get responses from all students; use high quality assessment to evidence learning; interpret, communicate and respond to assessment evidence appropriately
- **Interacting**: teachers will respond appropriately to feedback from students about their thinking, knowledge and understanding; give students actionable feedback to guide their learning
- **Embedding**: teachers will give students tasks that embed and reinforce learning; require them to practice until learning is fluent and secure to ensure that once-learnt material is reviewed and revisited to prevent forgetting
- **Activating**: teachers will help students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develops knowledge and expertise.

EYFS, KS1 & KS2

Children in the Prep School engage in active learning, where curriculum subjects are linked and explored through a creative, inquiry-based approach under an overarching Big Question that encourages Critical and Possibility Thinking. Purposeful first-hand experiences such as trips, visits, drama activities or exploration days and Forest School are an integral part of each term's planning. Children use these experiences to make meaningful and authentic connections for learning, developing curiosity, creativity and independent thinking. The curriculum is carefully sequenced so that skills and knowledge build over time, revisiting concepts in increasingly challenging contexts. Extended learning opportunities enrich the school day, with a range of sporting and enrichment activities such as football, tennis, French, street dance, ballet and LAMDA that help children develop talents, confidence, teamwork and resilience.

Across EYFS and KS1 the characteristics of effective learning are promoted, including Playing and Exploring, Active Learning and Creating and Thinking Critically supporting the children with the secure foundations they need to flourish. The EYFS curriculum follows seven areas of development: three prime areas (Personal, Social and Emotional Development, Communication and Language and Physical Development) and four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design).

As children progress into KS1, objectives for English (Phonics and decoding, Reading Comprehension, Writing, Spelling, Punctuation, Grammar and Spoken Language), Science, History, Geography, Computing, Art, Design and Technology and PSHE are delivered in ways that encourage understanding and allow children to apply their learning across subjects. Other areas such as RE, Spanish, Music, Swimming and PE are taught through a subject-specific approach to ensure depth and progression of knowledge.

At Key Stage 2, our curriculum is designed to embed metacognitive strategies and promote independent, deeper thinking across all subject areas. Pupils are encouraged to reflect on their own learning and make meaningful connections between concepts. This develops self-confidence alongside the ability to ask questions, challenge assumptions and explore alternative solutions. Through carefully structured inquiry-based lessons, pupils progressively build the skills needed to investigate, analyse and evaluate information, fostering intellectual autonomy and a lifelong curiosity for learning. Within this Key Stage, elements of the English and Humanities curriculum are taught through an interconnected theme, facilitated by Primary Specialist Practitioners. Specialist subjects including Science, Computing, Art, Design, Technology and Engineering, Spanish, Music and PE are taught through a subject-specific approach. This ensures depth and progression of knowledge, while lessons are delivered in ways that promote understanding and support children to achieve at the highest possible levels.

Key stages 3, 4 and 5 - Promoting Curiosity, Leadership, Aspiration and Ability, Engagement and Responsibility for Learning

Felsted is a school with pupils of a range of abilities, interests and prior learning experiences; we aim to personalise learning as far as possible and ensure that every pupil is enabled to learn and extend themselves. As part of our ethos of personal development and valuing all individual achievement, the school aims to recognise and meet the needs of pupils who are academically able, as well as promote a culture of academic curiosity, leadership in learning, aspiration and ability, engagement and responsibility for learning. As a school, we recognise that children may be very able in one or two specific disciplines, or that they may be able and aspirational in many aspects of their learning. Moreover, the school recognises that all children can develop and exhibit the dispositions that are fundamental to good learning, and as such, we seek to provide opportunities and approaches to learning that inspire and enhance learning. Finally, we aim to provide learning and teaching opportunities that enable pupils to challenge themselves and go further than baseline expectations.

In order to support pupils in developing their dispositions and approaches to learning, the school will:

- Provide opportunities for recognition and support through the scholars and award holders programmes
- Provide a wide range of activities and opportunities to develop learning and thinking skills that appeal to aspirational and able learners
- Provide opportunities to work independently on project-based, personal interest-driven challenges, and a variety of enrichment opportunities from key stage 2 and upwards
- Provide the opportunity to join and participate in academic study sessions and in the Roberts Society (year 9-11)
- Provide opportunity to join and participate in the Andrew Society (years 12 & 13)
- Provide specialist guidance and support for pupils aspiring to competitive pathways (for example Oxbridge, the Medic Society, Young Engineers)
- Recognise and encourage academic endeavours through the House Points system
- Ensure that teachers make excellent provision through adaptive strategies to ensure that lessons are stimulating and encourage the development of strong approaches to learning

The progress and learning of all pupils is tracked against baseline data, ensuring that all pupils of all abilities are encouraged to succeed. In turn, where there is underperformance, clear procedures are in place to identify and tackle this through the support of tutors, subjects' teachers, Heads of Department and the Academic Office - please see the Assessment, Tracking and Reporting Policy for greater detail.

3.1 Language & Communication

Our intention: We believe that all teachers are language teachers and have a responsibility to promote strong literacy both in general and for subject-specific mastery. Our curriculum seeks to ensure that pupils develop not only strong communication skills, but also the skills of empathy and understanding that are linked to language and communication. Felsted intends to foster in all its pupils of all ages a love of language, sense of identity, and an appreciation of our place in a global community. Felsted values the principles and aims of global education and sees the role of language learning in enabling students to be internationally minded citizens with the necessary competencies for global citizenship. As an IB World School our policy is informed by the requirements and philosophy of the IB Diploma, but this approach and values permeate the whole school, in our commitment to internationalism and global citizenship.

- Language as a primary means of communicating and learning, so pupils will learn and use language effectively, appropriately, accurately, and confidently, including:
    - oral and written communication
    - language skills for a variety of contexts and purposes, especially the appreciation, understanding, and analysis of language forms
    - critical evaluation of language within the context of its original development, as well to explore, analyse and evaluate language given changing contexts and views of acceptable language forms

- Teaching should promote and develop in pupils the appreciation that:
    - The acquisition of language is a life-long process and is a central component of personal growth
    - Language is an expression of heritage and culture and must be valued as an integral part of a student's identity that continues to develop throughout their time at school
    - Language learning promotes international mindedness and multicultural understanding, as well as facilitating nuanced thinking and appreciation of alternative ways of seeing the world
    - Proficiency learnt in one language is transferable to other languages, and language proficiency aids the acquisition of competencies in other curricular areas.
    - Literacy and communication are key to developing self-confidence and raising aspiration in all pupils in all subjects and is not limited to curriculum areas specifically aimed at language acquisition.

Delivering on our intention for Language and Communication:

	In the classroom - all pupils (taught lessons / examined curriculum)	**Typical personalised opportunities through events, activities & clubs (co-curricular provision)**
Pre-R & R	Phonics - daily Spanish singing - weekly Speaking & Listening skills across all curriculum areas Taking part in events such as plays, assemblies	Developing spoken language comes before any written tasks and is modelled by adults Woodlanders - play based activities promotes PSED and Communication and Language development through role-play, imaginative small world play, construction and problem solving, working collaboratively with others
Years 1 & 2 **Key stage 1**	Phonics - daily Daily reading Creative writing and enquiry Spanish - weekly Speaking & Listening skills across all curriculum areas Taking part in events such as plays, assemblies	Literacy intervention where needed Woodlanders - play based activities promotes PSED and Communication and Language development through role-play, imaginative small world play, construction and problem solving, working collaboratively with others
Years 3 - 6 **Key stage 2**	**English** - including grammar and creative writing & class reading Reading Skills ESB presentations Persuasive presentations Spanish International Languages carousel	Literacy learning support where needed Library Reading Challenge School productions and performance LAMDA Support for Learning (SfL) where needed Public Speaking - Speech Day and parent engagement events World Speech Day Language Ambassadors
Years 7 - 9 **Key stage 3**	English Languages	Library - The Reading Challenge LAMDA School productions Support for Learning (SfL) & EAL where needed Mandarin classes Language Ambassadors
Years 10 & 11 **Key stage 4**	English Languages (where selected as a GCSE option) Academic writing - all subjects	Library - The Reading Challenge LAMDA School productions MUN and Debating clubs The Felstedian club Language Ambassadors Multilinguals club Support for Learning (SfL) & EAL where needed Mandarin classes & Ancient Greek GCSE
Years 12 & 13 **Key stage 5**	Academic writing - all subjects EPQ - journal, research, report and present IB - all study Language Careers & tutorial - application essays/ statements/ letters; CV building; interview skills House prefect / leadership roles	Library - The Reading Challenge LAMDA School productions MUN and Debating clubs *The Felstedian* club Language Ambassadors & Multilinguals club School Prefects - Open Mornings and Tours Peer Mentoring Upjohn Declamation House Chapel and Assemblies Mandarin classes & Ancient Greek GCSE

Provision of Support for Learners whose first language is not English

As a school that encourages continued language learning and recognises the value and contribution of students and teachers whose first language is not English, the school enables students to continue to engage formally with L1 languages in a variety of ways. Similarly, for students seeking to continue to study L2 languages not offered within the main curriculum, Felsted seeks to support ongoing learning and examination wherever possible and where this is seen by students, families and staff as beneficial. Felsted recognises the skills and characteristics of students that are engaging with language learning in this way and supports them through the 'Multilinguals' programme overseen by the Head of MFL supported also by the work of EAL teaching. For those pupils requiring additional support in the acquisition of English, provision is outlined in the separate EAL Policy.

Non-English L1 language exams (extra-curriculum)
We can act as an exam centre for any student wishing to take an exam in their native L1 language where this is possible (for example, it should be noted that Russian A Level orals cannot be conducted at Felsted, but an exam centre in London can usually be arranged and transport can be organised).

Teaching support for L1 or L2 Language Learning beyond the main curriculum
Felsted aims to support pupils who wish to extend their language learning beyond the main curriculum. Opportunities include language learning as part of the Duke of Edinburgh programme, extra-curricular Mandarin lessons, or working with peers in activities such as Language Ambassadors. Some pupils may seek to work with private tutors. Where this is the case, arrangements can be facilitated by the school, but families may also prefer to establish or extend pre-existing language-learning arrangements made directly.

Tuition may take place online. The school recognises that whilst there are many advantages to online tuition, there is a safeguarding risk for online working that students and families are also asked to consider and take steps to ensure that risks are suitably mitigated (please see separate Private Tutoring guidance).

We do not customarily recommend that pupils, when learning a language within the curriculum, take the exam early. All requests should be passed on to the Academic Office. If parents request this, it must be made clear that any extra support/tuition is dependent on capacity within the department and cannot be guaranteed year-on-year. Furthermore, if a pupil takes a GCSE at the end of Y10, there is no provision for them to start the A Level course in Y11.

3.2 Technology & Innovation

Our intention: Felsted places high value on the importance of developing strong mathematical, scientific, computing and early technology and engineering skills in our pupils. We want to ensure that pupils complete GCSEs with a strong foundation in subjects that will equip them to engage with a world of technology, where innovation and change are the expected norm.

By the time pupils leave Felsted, they should have developed appropriate skills in numeracy to support their success in the following stages of their learning journey, whether that is university, apprenticeship or the workplace. Numeracy is not limited to Maths; applied numeracy skills are a key life skill and are developed and practised across a range of subject areas, but most particularly in the sciences, design and technology and computing.

Felsted seeks to develop an enquiring mindset in young people, who have the fundamental skills and knowledge of the scientific method and reasoning that enables them to tackle practical problems and real world challenges in an evidence-informed way. Felsted seeks to develop young adults that have a 'can do' approach to problems, and who are confident in a 'trial and error' approach, recognising that tackling challenges can mean being ready, and resilient for being wrong and trying again.

Felsted recognises the responsibility of the school to enable pupils to develop digital skills and to benefit from the opportunities that arise from digital resources. Teachers are expected to consider carefully in their planning how digital tools can be used to enhance and extend learning, rather than to see the use of digital or IT-based resources as an end in themselves. Teachers support not only the use of digital technologies, including AI where appropriate, to support learning in constructive ways, but also develop important critical thinking and source evaluation skills that are necessary for wellbeing and intellectual flourishing in a digital age.

Digital, search or generative online or machine learning tools might be used by teachers and pupils, for example, to support:

- Assess and provide summative feedback
- Generate resources
- Provide a starting point for ideas
- Generate examples and case studies
- Generate questions

There is separate guidance on appropriate digital tools and academic honesty - please refer to the separate Academic Honesty Policy and the guidance for teachers on the use of AI.

Delivering on our intention for Technology & Innovation :

	In the classroom - all pupils (taught lessons / examined curriculum)	**Typical personalised opportunities through events, activities & clubs (co-curricular provision)**
Pre-R & R	Maths Understanding the World	Forest school & outdoor play-based enquiry
Years 1 & 2 Key stage 1	Maths Science	Forest school & outdoor play-based enquiry
Years 3 - 6 Key stage 2	Maths Science Computer Science DTE	Quiz Club Young Engineers Competition E-sports Coding Club Science Club Bake Off Academic Enrichment - interventions
Years 7 - 9 Key stage 3	Maths Science Computer Science DTE	Scholarship Class CREST opportunities Bake Off Engineering Club Teen Tech Awards Academic Enrichment - interventions Support for Learning (SfL) where needed
Years 10 & 11 Key stage 4	GCSE: ● Maths ● Further Maths ● Two-route Science GCSE (Double or Triple) ● Computer Science ● DTE ● Psychology	Extended TT GCSEs: Further Maths Electronics Maths Challenge CREST club Young Engineers MedSoc Coding club E-Games Game design club
Years 12 & 13 Key stage 5	A Level, IB & BTEC: Computer Science Biology Chemistry Physics Maths Further Maths DTE PE SHES AAQ Applied Science BTEC Sport	Med Soc Chemistry Olympiad Cambridge chemistry challenge CREST Physics and engineering club Maths Challenge CREST club Young Engineers MedSoc Coding club E-Games Game design club Elite sports & sports psychology

3.3 Creativity & Performance

Our intention:
Felsted recognises the importance of enabling pupils to develop skills and knowledge linked to creativity, which includes both knowledge of 'creative' academic disciplines as well as understanding, experiencing and actively learning about ways to apply knowledge from a range of sources creatively. Our curriculum intention is to ensure that all pupils benefit from experiences and opportunities that build creative skills and inclinations and build pupils' confidence in taking the risks that creativity necessarily entails.

In addition, our intention is to build experiences and confidence in public performance, whether this be public speaking, group working or regular collaboration and development of skills directed towards a specific performance. We intend for our curriculum to provide multiple opportunities throughout the time in which pupils are at Felsted to ensure that children and young people are able to volunteer to contribute, benefit from feedback and continue to develop in confidence and skills.

Our curriculum provision is intentionally structured to support the values of dedication, perseverance and reflection that is crucial to mastery of skills such playing an instrument in the orchestra, performing a lead role in a play, completing an oil painting or playing at the highest sporting level. The values and characteristics that support creativity are actively "caught, sought and taught" through the breadth and quality of the opportunities in the curriculum at Felsted.

Delivering on our intention for Creativity & Performance :

	In the classroom - all pupils (taught lessons / examined curriculum)	**Typical personalised opportunities through events, activities & clubs (co-curricular provision)**
Pre-R & R	Music and singing in class English - drama / Talk for Writing Provision for Imaginative play / role play	Nativity performance League Music LAMDA club (Reception)
Years 1 & 2 Key stage 1	English - drama / Talk for Writing Art & Design Music Singing in Spanish Role play area (Year 1)	School production League Music Chelmsford Infant Music Festival (Year 2) Singing at World Speech Day (Year 2) LAMDA club
Years 3 - 6 Key stage 2	Art and Design Music Drama	Art Activities Music Concerts Individual Music Lessons and performances League Music Performing Arts Activity Productions LAMDA Preparation for 11+ scholarship award
Years 7 - 9 Key stage 3	Art and Design Design, Technology & Engineering Music Drama Computer Science and Digital skills	Art Activities Art Scholarship Classes Music Concerts Orchestra, Choirs, Jazz Band Individual Music Lessons and performances League Music, House singing, Chapel singing Performing Arts Activity Productions LAMDA e-Game design, Coding club Preparation for 13+ scholarship award
Years 10 & 11 Key stage 4	GCSE: ● Art ● Design, Technology & Engineering ● Music ● Drama ● Computer Science	Art Scholarship Classes Art workshop time Fashion Club Art Scholars group Individual Music Lessons and performances Orchestra, Ensembles Choir, House singing, Chapel singing Battle of the Bands School Productions LAMDA e-Game design Coding club
Years 12 & 13 Key stage 5	A level, IB & BTEC: ● Art ● Design, Technology & Engineering ● Music ● Drama ● Computer Science ● BTEC Digital Media Production	Life Drawing Art workshop time Fashion Club Art Scholars group Individual Music Lessons and performances Orchestra, Ensembles Choir, House singing, Chapel singing Battle of the Bands School Productions LAMDA e-Game design, Coding club Support for specialist pathways

3.4 Society & People

Our intention: Felsted aims to develop the inclinations and characteristics in young people who will seek to make a positive difference to the world, and who will actively engage in the challenges and issues for society in the future. As such, Felsted seeks to ensure that children and young adults develop a broad understanding of the world that is both immediate, and the world that is far beyond their daily experience. Pupils learn about society, culture and people, developing empathy, compassion and knowledge of both key features of British society and British democracy, as well as knowledge and understanding of different cultures. Pupils are expected to learn and to be tolerant and accepting of difference, and to know how to engage appropriately in matters of moral dilemma and debate. Please refer to the SMSC Policy for further details on provision related to spiritual, moral, social and cultural development at Felsted.

Felstedians develop skills of critical analysis and evaluation, through a variety of disciplines which seek to equip them with the intellectual tools to be effective citizens of democratic society who understand the twin concepts of rights and responsibilities. Subjects and opportunities on offer enable Felstedians to develop curiosity and understanding of society and people that prepares them for the complex world beyond school.

Delivering on our intention for Society & People :

	In the classroom - all pupils (taught lessons / examined curriculum)	**Typical personalised opportunities through events, activities & clubs (co-curricular provision)**
Pre-R & R	Think Equal PSHE Picture News Festivals and Celebrations Understanding the World	Weekly SMSC Assembly Harvest Festival Chapel Guide Dog Charity Links and Visits Diversity Resources (books, toys, games)
Years 1 & 2 **Key stage 1**	Think Equal PSHE Picture News Festivals and Celebrations	Weekly SMSC Assembly Harvest Festival Chapel Guide Dog Charity Links and Visits Diversity Resources (books, toys, games)
Years 3 - 6 **Key stage 2**	PSHE History Geography TEP (RS)	Trips and visits External speakers Philosophy Club Debating Club Chapel services
Years 7 - 9 **Key stage 3**	Classics History Geography TEP (RS) PSHE English Drama	Trips and visits External speakers Philosophy Club Townsend Warner History Prize Chapel Prefects Charities events and clubs School Council House / League representatives CCF DofE Head's & House Assemblies Tutorial Programme
Years 10 & 11 **Key stage 4**	GCSE: • Classics • History	Trips and visits External speakers Philosophy Club

	● Geography ● TEP (RS) ● English ● Drama PSHE	Townsend Warner History Prize Chapel Prefects Charities events and clubs School Council House / League representatives CCF DofE Head's & House Assemblies, Chapel Tutorial Programme RoundSquare Exchanges
Years 12 & 13 **Key stage 5**	A level, IB & BTEC: ● Business ● Classics ● Drama ● Economics ● English ● Government & Politics ● History ● Geography ● Media ● Psychology ● TEP (RS)	Trips and visits External speakers Philosophy Club Townsend Warner History Prize Chapel Prefects Charities events and clubs School Council House / League representatives CCF DofE Head's & House Assemblies Tutorial Programme RoundSquare Exchanges

3.5 Sports & Adventure

Our intention: Leadership, service & contribution are at the core of Felsted's values. Every Felstedian is expected to participate in multiple opportunities that develop characteristics and inclinations that support each individual's role as a member of a community at Felsted, and as members of communities beyond school, now and in the future. As such, Felsted pupils recognise the importance and benefit of service and contribution.

Felsted develops these characteristics and inclinations through a programme of sports and adventurous activities that builds pupils' positive experience of participating in sustained physical, social and intellectual challenge. Our programme aims to help pupils develop attributes such as determination, resilience, camaraderie and care for others by first and foremost feeling the benefits of involvement in ongoing pursuits. As pupils grow and develop, sports and adventure build the knowledge and understanding of the psychology of team or social contribution, so that pupils move from an ego- centred appreciation to an understanding of the importance of the benefits that their contribution brings to both them and to others around them. We aim to instil a life-long value of participation and contribution that goes beyond the sphere of sports and physical activity, towards an ethic of hard work, integrity and social responsibility.

Felsted aims to provide excellence in sporting opportunities for all pupils, finding strengths and talents in each pupil that can be developed through commitment, practice and perseverance. Felsted seeks to promote healthy lifestyles and the inclination for exercise and physical challenge that supports life-long wellbeing.

Delivering on our intention for : Sports and Adventure

	In the classroom - all pupils (taught lessons / examined curriculum)	**Typical personalised opportunities through events, activities & clubs (co-curricular provision)**
Pre-R & R	PE Swimming Forest School Daily provision for Physical Development (fine and gross motor skills)	Bespoke sports opportunities through co-curricular opportunities - including street dance, ballet, multisports, tennis
Years 1 & 2 **Key stage 1**	PE, Swimming Forest School	Bespoke sports opportunities including street dance, judo, tennis
Years 3 - 6 **Key stage 2**	Forest School PE - swimming, dance, gymnastics, ball games Games - hockey, rugby, netball, cricket Fitness	External fixtures & Tournaments League Events Forest School activity Yoga Core Sports Training Bespoke sports opportunities through Co-Curricular opportunities - horse-riding, golf, squash, football.
Years 7 - 9 **Key stage 3**	Forest School PE - swimming, dance, gymnastics, ball games Games - hockey, rugby, netball, cricket Fitness	External fixtures & Tournaments League Events Yoga Core Sports Training Bespoke sports opportunities through Co-Curricular opportunities - horse-riding, golf, squash, football. S and C scholarship programme Early swim club
Years 10 & 11 **Key stage 4**	GCSE PE	External fixtures &Tournaments League Events Yoga Core Sports Training Bespoke sports ,eg horse-riding, golf, squash, football. S and C scholarship programme Elite Sports guidance and support CCF Star Syllabus - leadership development DofE Bronze, Silver
Years 12 & 13 **Key stage 5**	A level, IB & BTEC ● PE ● Sports Health & Exercise Science ● BTEC Sport	External fixtures & Tournaments League Events Yoga Core Sports Training Bespoke sports, eg horse-riding, golf, squash, football. S and C scholarship programme Elite Sports guidance and support CCF Star Syllabus - leadership development DofE Bronze, Silver CAS CCF Star Syllabus - leadership development DofE Bronze, Silver, Gold

3.6 Future & Self

Our intention: Felsted aims to ensure that children and young people grow and flourish, as individuals and as members of society. Felsted aims to help children and young people develop healthy relationships and habits, future aspirations, and the skills to be self-efficacious.

The PSHE curriculum aims to make a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety. In addition, the learning provided by the whole-school and curriculum PSHE provision is essential to the safeguarding of all our pupils. (See Safeguarding and Child Protection Policy and the Staff Behaviour Policy). The PSHE core themes of Health and Well-being, Relationships and Living in the Wider World are embedded within the curriculum and links learning to economic and cultural difference and helps to promote the Fundamental British Values of mutual respect, service, leadership, character, empathy and tolerance. Please see the PSHE policy for further details of provision.

Careers education and advice at Felsted aims to provide innovative, clear, appropriate and individual advice, information, support and guidance to students so that they can make informed choices as they progress through the school. Careers Education at Felsted begins in Felsted Prep where we are committed to providing a forward-thinking curriculum that prepares our students for the challenges and opportunities of the future. We ensure that our students are prepared to thrive in a rapidly changing world, equipped with the knowledge, skills, and mindset necessary to become lifelong learners and responsible global citizens. We do all we can to 'future-proof' our students, adjusting content and providing updates about the ever-evolving world of work. Please see the CEIAG policy for further details of provision.

Delivering on our intention for Future and Self :

	In the classroom - all pupils (taught lessons / examined curriculum)	**Typical personalised opportunities through events, activities & clubs (co-curricular provision)**
Pre-R & R	PSHE & Relationships	Visiting Speakers Wellbeing support
Years 1 & 2 **Key stage 1**	PSHE & Relationships e-safety	Visiting Speakers Wellbeing support
Years 3 - 6 **Key stage 2**	PSHE Felsted Elevate Charity and Service Tutor programme e-safety	Visiting Speakers Chapel Wellbeing support Careers events and activities
Years 7 - 9 **Key stage 3**	PSHE & RSE Careers programme Tutor programme Visiting speakers Junior Leaders (y9) E-safety Academic Honesty	Leadership programme of activities Charity and Service Mission Church Lenten Address week Wellbeing support School Leadership position Prefects, League Leaders
Years 10 & 11 **Key stage 4**	PSHE & RSE Careers programme Tutor programme Visiting speakers Work Experience E-safety	Leadership programme of activities Charity and Service Mission Church Lenten Address week Wellbeing support Networking Events

	Academic Honesty	RoundSquare Exchange CCF & DofE School Council Futures Fair
Years 12 & 13 **Key stage 5**	PSHE & RSE Careers programme Tutor programme Visiting speakers	Leadership programme of activities Charity and Service Mission Church Lenten Address week Wellbeing support RoundSquare Exchange CCF & DofE House Prefect leadership roles School Prefect Leadership roles School Council UCAS & Applications support Futures Conference UCAS Discovery Day Futures Fair OF Network events

4. Monitoring & Tracking

Felsted strives to ensure that pupils experience high standards, high expectations and high support. To ensure that the curriculum is delivered as intended, and achieves the high standards that we have set for ourselves, we undertake regular monitoring and evaluation in the following ways:

What	Who	Why
Lesson observation	All teachers are observed by SLT and line managers at least once per year	All teachers are evaluated against the Felsted Professional Framework, which incorporates and exceeds the expectations of the Teaching Standards.
Learning Walks	Members of SLT regularly visit lessons unannounced to observe day to day practice.	Data is gathered that enables school leaders to check on the consistency of delivery, key areas for development and to 'take the temperature' of teaching and learning in the school
Pupil feedback	Department feedback is gathered by HoDs School Council enables pupils to share issues that concern them through their House representatives Pupils are asked to complete surveys School Prefects are consulted on decisions and matters that affect the pupil body.	Listening to and evaluating feedback enables us to ensure that decisions taken and areas for development are evidence-based. Pupils know how to raise concerns and that these will be listened to.
Parent feedback	Parents are able to provide feedback to the school: - Individually and informally - Through class or House parent reps - Through ad hoc events and opportunities - Through annual parent surveys	Providing opportunities for parents to share their insights and to ensure that all pupils experience excellence at Felsted. Through open and honest engagement, the school seeks to tackle issues and problems swiftly & effectively.
Teacher feedback	Teachers are able to contribute to monitoring and tracking of provision by: - Making good use of their class, tutor group or House attainment data, identifying underperformance and necessary action - Contributing to regular department meetings - Contributing to staff committees - Sharing concerns and areas for redress with staff reps who meet with SLT	Teachers are expected to act with high levels of professional integrity, and their feedback enables school leaders to make evidence-informed judgements about matters that need attention or redress. Teachers provide insights into aspects of curriculum delivery that work well, and where improvements can be made. Heads of Department would normally respond in the first instance, sharing issues and strategies with both their line manager and with their team.
Tracking and Reporting	Analysis of regular assessment by HoDs and SLT enables leaders to monitor and evaluate the quality of delivery. Parents receive regular reports that provide them with detailed updates on pupil progress.	Areas of underperformance, or where delivery is not good enough can be identified and tackled with appropriate strategies.

Exams analysis and department self-evaluation	Heads of Department analyse national standardised and public exam outcomes and identify trends in the cohort. HoDs identify department priorities that are shared with line managers and SLT. Line managers meet with HoDs to track progress against targets	Considering the components of public exams and identifying patterns in outcomes enables HoDs to prioritise areas for improvement and development in teaching and learning. SLT, esp. Deputy Head Academic meetings with HoDs enables whole-school priorities to be established, tracked and monitored.
Reporting to the Education Committee	SLT, especially Deputy Head, Academic gathers data, provides analysis and reports to the Governing Body on indicative topics that scrutinise the extent to which the curriculum is well delivered and achieves its stated aims.	Accountability to Governors ensures that evidence is triangulated, and problems and areas for improvement are tackled effectively.