



Felsted

CURRICULUM POLICY

COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING

Governors' Committee normally reviewing:	Academic Committee
Date last formally approved by the Governors:	Summer Term 2018
Date policy became effective:	Summer Term 2018

Period of Review:	Annually
Next Review Date:	Summer Term 2019

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

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

**Mr Simon James
Head, Preparatory School**

**Mr Chris Townsend
Head, 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 extra-curricular activities (*See the Co - Curricular Activities Programme*).

1.1.2 Stewart House (Pre-Prep 4-7)

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 area areas (Literacy, Mathematics, Understanding the World, Expressive Arts and Design).

The characteristics of effective learning are promoted through a creative topic-based curriculum approach. These include Playing and Exploring, Active Learning, and Creating and Thinking Critically.

As children progress to KS1, the curriculum continues to be delivered through a creative topic-based approach. Objectives for English (Reading, Writing, SPAG, Spoken Language), Science, History Geography, ICT, Art, Design and PSHE are delivered in a meaningful way to allow children to make connections. Other curriculum areas such as RS, Spanish, Music, Swimming and PE are taught through a more subject specific approach.

Essential Literacy skills including Phonics, Grammar, Punctuation, Handwriting and Numeracy skills (through a Maths Mastery approach) are taught explicitly

1.1.3 Prep School (7 - 13)

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 offered in Years 7 and 8. Extra support for English is offered throughout the School where necessary. Citizenship and Language in Communication (CLIC) and Classical Language and Civilisation (CLAC) are offered to those pupils in Years 7 and 8 who are unsuited to studying two Modern Foreign Languages and who would benefit from the further study of English. 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: ICT is taught in Year 3 and Year 4, with pupils beginning their study of Computer Science from Year 5 to 8. They use a range of devices as tools for digital learning, and in Courtauld House 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. 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 blocks.

In Years 10-11 the vast majority of pupils are expected to continue not only the core subjects (English Literature and Language, Mathematics and Science), but at least one Humanities subject and one Language to emphasise breadth at this level. Nevertheless a few pupils will be allowed to drop Languages or Humanities if, after consultation, it is considered to be in their best interests. In addition the most able pupils will be given the opportunity to study other subjects (such as Greek, Latin or Music) to GCSE outside the timetable to stretch and challenge them beyond the level of their peers. In addition, the most able Mathematicians will take their GCSE early, to give them the opportunity to progress their Maths more rapidly and bridge the widening gap with A Level by taking Additional Maths (FSMQ) in the summer of their Year 11. 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 more GCSEs has been shown not to equate to a more challenging educational experience.

Pupils also undertake the HPQ (Higher Project Qualification) in Year 10. This is an independent research project introduced by a Taught Element of study skills before pupils undertake their project on a topic of their choice.

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 courses 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 Director of Learning in the Prep School, reporting to their respective Headmasters, 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 termly Joint HoDs meetings 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 Director of Learning, the Head of Stewart House and the Leading Learning Team are responsible to the Headmaster for ensuring delivery of a relevant, engaging and challenging curriculum.

1.2.2 Senior School

The Deputy Head (Academic) is responsible to the Headmaster 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); the Assistant Head (Teaching and Learning); the Director of Timetable; the Director of Data and Reports; the Director of Assessment and Tracking; the Director of the IBDP; the Director of Professional Guidance; and an Advanced Skills Teacher.

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 ICT, 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 and Felsted Learning Standards highlight curriculum development and ensure continuity across phases. The Felsted Learning Standards are reviewed annually and are published on the website as a formal statement of our differentiated curriculum, offering open accountability for our standards to our parents and pupils, as well as serving as a platform for further development.

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 – 6.4	5.8	3.5 - 5
Mathematics	5	5	4	3.5 - 4
Science	1	2	2	3
Humanities (incl. RS)	1.5	2.5 - 3	4	4.5
MFL (+ Latin in Y7&8)	0.5	1	2	2 – 4 (Latin +1.5)
ICT / Computer Sc	1	0.7	1	0.5 - 1
Physical (PE/Swim + Games)	1.5	1 + 2	1 + 6	1 + 6
Enrichment #	5	4	3.5	3.5
PSHE	0.5	0.5	0.7	0.7

Notes:

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

Enrichment includes: Art, DTE, Drama, Music, Forest School

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 setted according to ability in Maths, English, Science and MFL. There is 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. For all other subjects within the Humanities block the classes are mixed ability and therefore are referred to as groups 1-5 (although the pupils are split into two groups according to whether they take Latin or Classical Civilisation, within these two groups). The classes within the Creative block (Art, DT, Music, Drama) as well as PE and PSHE

are fully mixed abilities. The subjects within the Creative block are taught within a carousel: pupils switch between Art and DT and between Music and Drama on a 6 weekly cycle. Set changes take place, usually either at a Half Term or at the end of Term, in consultation with the Deputy Head (Academic), who will write to inform parents of the move.

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
History	3
Geography	3
RS	3
DT/Art	3
Music/Drama	3
Computing	2
PE	2
PSHE	2
Tutorials	2
TOTAL	56 lessons/fortnight

* 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.

2.3 Years 10-11

Felsted School's curriculum provides a standard model for pupils to take nine GCSEs, including four optional subjects. 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 dual award, although separate sciences can be studied if a pupil chooses science as one of his/her optional subjects. 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 also undertake the Higher Project Qualification in Year 10. 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	9	9
4 x Option subjects	4 x 6	4 x 6
HPQ	2	
PSHE	2	2
PE	2	2
Tutorial	2	2
Prep/Study session		1
TOTAL	56 lessons/fortnight	56 lessons/fortnight

GCSE option subjects:

Art Classical Civilisation Computer Science Design and Technology Drama	French Geography German Greek (off-timetable) History	Latin Music PE Religious Studies Spanish
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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 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 are also BTEC courses (Level 3 Nationals) in Sport and 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 the Work Education Programme. This course also includes a series of lessons on Study Skills and the Young Enterprise Scheme.

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

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 History of Art	Latin Mathematics Further Mathematics Music Physical Education Physics Psychology Religious Studies Spanish
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BTEC courses available:

Business	Sport
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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.

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 Spanish Spanish ab initio	Economics Geography History Philosophy Psychology
Group 4 - Science	Group 5 - Mathematics	Group 6 - Creatives
Biology Chemistry Design Technology Physics Sports, Exercise and Health Studies	Mathematics (HL/SL) Maths Studies (SL only)	Music Visual Arts

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 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
- 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

Work Education programme offers 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.