

Feltonfleet School

Curriculum Policy (incorporating Teaching and Learning)

This document provides an overview of the School's Curriculum policy from 3 - 13. Within the policy is embraced the individual curriculum policies of the lower school (Nursery to Year 4) and the upper school (Years 5 to 8). This document should be read in conjunction with those policies, the Boarding Policy, the policy statements made in each subject handbook and the explicitly stated aims of the School in the prospectus.

Our towards 2020 vision shows the way that our school and its curriculum has developed and progressed. Positive Learning is at the heart of this C21 framework and as such the Curriculum Policy has been amended to reflect this significant commitment. Positive Learning is our commitment to enriching every child through a carefully planned curriculum where learning inside and outside the classroom is vibrant, demanding, and progressive; where the teaching is creative, engaging and ambitious; and where children and their teachers have high expectations of themselves as teachers and learners; where we recognise that working hard and working intelligently must always be the basis of our success. A collective commitment to Positive Learning acknowledges that learning is most rewarding in a community that is lively, co-operative, critical, and curious, which builds on what children already know, and which recruits the active support of parents and other advocates. Positive Learning permeates every aspect of curricular and co-curricular provision, and seeks to develop the full range of every child's inherent aptitudes – linguistic and logical, personal and social, cultural and physical, moral and spiritual.

Aims:

- i. ensure that all pupils have access to a broad, balanced, healthy and challenging curriculum
- ii. develop teaching which is stimulating, enthusiastic and constantly challenging with high pupil achievement
- iii. actively involve pupils in a dynamic process of thinking and discovering understanding for themselves
- iv. engage pupils with differing needs and to provide pupils with special educational needs (SEN), learning difficulties and disabilities (LDD), those for whom English is not their first language (EAL) or who are identified by the school as being able or talented (A&T) with appropriate learning opportunities through differentiated teaching and enrichment activities
- v. emphasise interactive and co-operative learning
- vi. draw on the different knowledge, aptitudes and learning styles of every individual
- vii. provide opportunities for pupils to practise speaking, listening, literacy and numerical skills
- viii. deliver learning via visual, auditory and kinaesthetic learning styles
- ix. reinforce knowledge by cross curricular learning
- x. provide meaningful and achievable targets to help pupils make appropriate progress

- xi. provide opportunities for self-assessment and evaluation
- xii. encourage teachers, like their pupils, to remain continuous learners themselves
- xiii. allow the teaching of our positive living element (Positive Living: scheme of work) to support and promote our aims, ethos and values.
- xiv. develop effective independent learners who can also collaborate effectively with others
- xv. consolidate our commitment to our four core values – **Honesty, Respect, Responsibility, and Happiness**

Our Curriculum Policy in conjunction with our positive learning framework will develop:

- the conditions in which children can be inspired to be curious, creative, and compassionate
- questioning, exploration, and enquiry
- imagination, motivation, and creativity
- independence
- opportunities for enrichment and the acquisition of knowledge and understanding in the arts, the sciences, and the humanities
- the foundations of positive learning which will empower our pupils with the knowledge, skills, and independence of mind that will make them effective and responsible learners and leaders in the future
- a curriculum which seeks to develop every child's full range of inherent aptitudes
- the understanding that positive learning is a lifelong process
- a daily experience which celebrates every child's talents, however humble
- the conviction that because they are each recognised as an individual, and they are valued, that every child matters
- the confidence and belief that they can each make a difference
- the support to be the best they can

Curriculum detail

Detailed information for each area is available in the school.

The Lower School Calvi House

Nursery and Reception follow the Early Years Foundation Stage curriculum and Years 1 and 2 base their learning on Key Stage One of the National Curriculum ensuring that the schemes of work are appropriate for the age and ability of all our pupils including any pupil who has a statement.

All children are taught the majority of lessons by the class teacher. However PE, Swimming, ICT, French and Music are taught by specialists from the Nursery. From Reception there is a daily lesson of physical activity. RS and Positive Living are timetabled as separate lessons from Year 1. Years 1 and 2 are involved along with the

rest of the school in CaVE (creative and values education) activities on a Friday afternoon

Years 3 and 4

Pupils are form-based, taught by their form teacher or one of the Year group teachers for Maths, English, Science, Geography, History, RE, Drama and Positive Living. They are taught by subject specialists for French, PE, Art, Music, DT and ICT. Learning is based around the national curriculum and due regard is given to the Literacy and Numeracy Strategies ensuring that the schemes of work are appropriate for the age and ability of all our pupils including any pupil who has a statement. Maths is taught in sets from the start of Year 3 and English half way through the year. French is taught in their English sets from the start of Year 4. Prep is kept to a minimum, with spellings, times tables and French being set weekly in addition to their daily reading. In Year 4 some English and Maths prep may be set as appropriate. All pupils do games twice a week.

Years 3 and 4 are involved along with the rest of the school in CaVE (creative and values education) activities on a Friday afternoon

The Upper School

Subject-specialist teachers teach pupils from Year 5 upwards ensuring that the schemes of work are appropriate for the age and ability of all our pupils including any pupil who has a statement.

From the start of Year 5 pupils begin to have nightly preps. Years 5 and 6 have three extra periods of reading and, along with the rest of the upper school, a Form Period which occurs on a Friday afternoon.

All Pupils start Latin in Year 5 but in Year 6, progressing through in Years 7 and 8, Latin is set against Spanish and Extra English or Extra Maths.

Maths, English, Science and French are set throughout the Upper school. Those pupils identified as being potential scholars are streamed for all academic subjects at the beginning of Year 7 and are prepared accordingly.

All pupils in Years 7 and 8 now enjoy the opportunities of greater independent learning provided by the Extended Faculty Programme. Classical Studies / Greek is offered to pupils in Year 8 and is part of the programme for Able and Talented.

All pupils do games three times a week, participate in a clubs afternoon and along with the rest of the school are involved in CaVE (creative and values education) activities on a Friday afternoon.

Teaching and Learning

A detailed Teaching and Learning Policy is available in the school.

As pupils learn in many different ways we recognise the need to develop strategies that allow all pupils to learn in ways that suit them best. We encourage pupils to share

responsibility for their own learning and as they grow older to reflect on how they learn and what helps them to learn.

We focus our teaching on motivating the pupils, engaging them and guiding them through the curriculum. We set targets with them and using our knowledge on their level of attainment we ensure all tasks set are appropriate to their level of ability.

Through our Monitoring of Teaching and Learning Policy we encourage teachers to reflect and review their teaching skills and support teachers in enabling them to be effective in encouraging pupils to achieve their best.

External Examinations

Pupils are prepared for 11+ entrance exams when necessary, Senior School pre-tests and for Common Entrance and Senior School Scholarships.

Children with Special Needs

The School makes every effort to ensure that the curriculum is accessible and available to all its pupils including those who have a statement. On those occasions when it is felt necessary to provide additional help to a pupil, the School follows its Special Needs Policy. The Special Needs Coordinator (SENCo) monitors these arrangements and is regularly in contact with the local education authority for reviewing purposes. The SENCo ensures that all pupils with learning difficulties and disabilities (LDD) and EAL pupils have full access from the outset and ensure that there is provision in or out of the school to develop their language and regularly monitors their progress. Please refer to our SEN Policy for further details.

The Special Needs register contains the names of those pupils who receive extra lessons or help for educational or other reasons (e.g. dyslexia, speech therapy).

Able and Talented pupils are identified with specific provision as set out in the Able and Talented Policy.

Clubs and Activities

Calvi House

Children, from Reception are offered lessons violin or piano. They are withdrawn from class or break for music lessons on a rota basis so that they do not miss the same lesson regularly. Ballet lessons take place for those who want them at lunchtime. Calvi pupils are also able to attend Judo.

For many of our pupils, particularly the youngest, the school day will be tiring and we firmly believe they should have time after school to relax and play at home. There is a Calvi choir which meets at lunchtime. After-school activities for pupils in Years 1 and 2 are organised, usually after school, on three afternoons a week. These vary from term to term and may include such activities as country dancing, swimming, craft, short tennis, board games, chess, art or drama. Pupils in Years 1 and 2 take part in sports fixtures with other schools from time to time.

Clubs and Activities

Years 3 and 4

Children in years 3 and 4 are offered individual music lessons. They are withdrawn from class or break for music lessons on a rota basis so that they do not miss the same lesson regularly. The children also have the opportunity to join the Junior Choir and be part of a recorder ensemble. Ballet, Jazz and Mini Tennis are offered as lunchtime clubs.

There are after school clubs on Mondays and Tuesdays which vary each term, but have included sports, arts and crafts, ICT, Drama, Cookery, Gardening, golf, swimming, board games and animation.

Clubs and Activities

Upper School

Children in the Upper School are also offered individual music lessons. Like the Junior School, they are withdrawn from class or break for music lessons on a rota basis so that they do not miss the same lesson regularly. (Pupils in Year 8 are not allowed to miss core-subject lessons for peripatetic music lessons.) The children also have the opportunity to join the Senior Choir and other musical ensembles. Ballet and Jazz Dance are offered as lunchtime clubs.

There are after school clubs on Thursday afternoons for an hour which vary each term, but have included the following:

.22 shooting	Art Extension	Golf	Board Games
Girls' Football	Fencing	Rugby 7's	Food Technology
Greek	Air Rifle	Archery	Lacrosse
Snow Boarding	Skiing	Trampolining	Tennis
Badminton	Water Polo	Environment	Softball
Hockey skills	Mosaics	Podcasting	Photography
Swimming	Card Making		

Monitoring and Review

The overall responsibility for the curriculum lies with the Headmaster. On a day-to-day basis, the curriculum is monitored and reviewed by the Assistant Head: Teaching and Learning, the Head of the Lower School, the Subject Co-ordinators and the Subject Leader.

(Related Policies: Teaching and Learning, Monitoring of Teaching and Learning, Marking and Feedback, Presentation, Prep and Homework (REACTs), Assessment, SEN, A and T)

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February 2011

Next Review: February 2012