



## **The Froebelian School** **Curriculum Policy**

The provisions in this document apply to all aspects of the school including the EYFS, Breakfast Club, Little Acorns, Homework and Activities Club, Summer Holiday Club, school trips and extra-curricular activities.

This policy should be read in conjunction with the following policies:

- All individual subject policies
- SEND
- Effective Marking and Feedback
- SMSC

### **Statement of Intent:**

The Governors of The Froebelian School (School Council) reviews the Curriculum Policy every three years as part of its on-going monitoring and evaluation to ensure that:

- The policy is supported by appropriate plans and schemes of work which are implemented effectively
- The written policy, plans and schemes of work–
  - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
  - (ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

At the Froebelian School we seek, as published in the statement of 'Our Aims, Values and Ethos' to provide education and care of the highest possible standard. We have high academic expectations of pupils and staff, and we recognise the importance of providing stimulating opportunities for pupils to learn and to maintain a broad base of knowledge, understanding and skills.

We are aware of the requirements of The Education (Independent School Standards) (England) Regulations 2014 and also aware of the recommendations made in the Rose and Alexander (Cambridge) reviews of the primary curriculum. We review changes introduced by the DfE that apply to maintained schools and we will continue to monitor changes and best practice to ensure that our curriculum remains balanced, stimulating and relevant.

We are also aware that the Early Years Foundation Stage is a statutory requirement and we will ensure that it is reflected in our programme of teaching and learning. However, we cherish our independence and as such we have opted for exemption from the teaching and learning provisions

of the EYFS.

We use our professional experience and judgement to provide an environment and a structure for teaching and learning which has two key strands:-

1. Whenever possible, to achieve at Key Stages One (age 7) and Two (age 11), the target levels for those stages and above, so that the school can assure, through objective and standardised testing, the highest academic standards.
2. To ensure through specific preparation, and conveyed through the ethos of the school, a distinctive style of education to provide pupils with a broad and balanced curriculum and to enable them to compete successfully in examinations for entry into secondary schools.

The latter has always been an important objective of the school as a provider and it is in accordance with parental wishes as consumers on behalf of their children.

### **Objectives:**

Our primary objective is to provide a curriculum that is:

- balanced and broad;
- provides equal opportunities for all pupils;
- promotes pupils' moral, spiritual, cultural, mental and physical development;
- prepares pupils for the opportunities and experiences of their secondary schools and, ultimately, life;
- committed to the pupils' personal, social and health and economic education - including sex education;
- provides for pupils' religious education.

### **Aims:**

We aim to ensure that our curriculum provides:

- (a) full-time supervised education for children of compulsory school age which gives children experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (b) pupils with opportunities to acquire speaking, listening, literacy and numeracy skills;
- (c) personal, social, health and economic education which—
  - reflects the school's aim and ethos; and
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (a);
- (d) a programme of activities for children below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- (e) a programme of activities which is appropriate for the ages and aptitudes of the pupils, including those pupils with an IEP or EHC plan;
- (f) all children with opportunities to learn and make progress;
- (g) effective preparation for children to enjoy the opportunities, responsibilities and experiences of life in British society, including specific reference to fundamental British

- values;
- (h) a balance of opposing political views in the teaching of any subject in school.

Additionally, we aim to ensure that our teaching:

1. enables children to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop skills in the subjects taught;
2. fosters in children the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
3. involves well-planned lessons and effective teaching methods, activities and management of class time;
4. shows a good understanding of the aptitudes, needs and prior attainment of the children, and ensures that these are taken into account in lesson planning;
5. demonstrates appropriate knowledge and understanding of the subject matter being taught;
6. effectively utilises classroom resources of a good quality, quantity and range;
7. demonstrates that a framework is in place to assess children's work regularly and thoroughly and use information from that assessment to plan teaching so that children can progress;
8. utilises effective strategies for managing behaviour and encouraging children to act responsibly.

### **Integration and organisation:**

The National Primary Framework provides a strong, integrated framework for developing a particular style of education which reflects the role of the school as a preparatory school and in developing the potential of each child up to the age of eleven years to the full.

The Froebelian School curriculum has a demanding and intended academic agenda. It uses regular, summative testing and on-going, formative assessments as agents for learning and as a record of progress.

There are agreed standards for presentation and organisation of work.

**At the EYFS stage** (Lower Kindergarten and Kindergarten) our curriculum is based around the following areas of learning:

#### *Prime Areas*

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (C&L)

#### *Specific Areas*

- Mathematics (Ma)
- Literacy (L)
- Understanding the World (UtW)
- Expressive Arts and Design (EA&D)

**At KS1** (Transition and Remove) our curriculum is based around the following subjects:

1. English/Literacy
2. Maths/Numeracy
3. Science
4. History

5. Geography
6. Music
7. PE and Games
8. Religious Education
9. Personal, Social, Health and Economic Education
10. Creative development (Art and Design Technology)
11. ICT/Computing
12. French (for Remove)

Although all subjects are covered within the curriculum in KS1, our Connected Curriculum approach, based on the *Cornerstones Curriculum*, forms the basis for most of the foundation subjects (Geography, History, Science, Art and DT). Separate discreet lessons in these subjects are not timetabled as such, but are covered by the umbrella of Connected Curriculum, taking up approximately three afternoons per week.

Each Interactive Learning Project (ILP) makes meaningful links across the curriculum. Links are made between maths and literacy where appropriate. Each ILP shows the breadth of subjects covered, and teachers undertake a gap analysis of the topics to ensure the coverage of skills across the full Key Stage.

The Cornerstones Curriculum is split into four areas Engage, Develop, Innovate, and Express. We believe this pedagogy reflects the best way children learn and is rooted in a variety of different educational approaches and research. The four stages are as follows:

**Engage** – hook children in with a memorable experience.

**Develop** – allow children time to gather the skills and knowledge they need to develop a deep understanding.

**Innovate** – offer creative experiences that allow children to apply their skills, knowledge and understanding.

**Express** – provide the space and time for reflecting, evaluating, and celebrating learning.

**At KS2** (Forms I, II, III and IV) our curriculum is based around the same subjects as above (KS1) with the addition of a modern foreign language (French). At KS2, the subjects are taught and delivered as separate subjects, rather than the Connected Curriculum approach.

The individual subject syllabus documents describe what is learned and indicate how it is taught in the subject areas at every stage, to ensure continuity and progression. Maximum use is made of Subject Leaders and INSET courses to ensure that what is taught and how it is learned is relevant, effective and enduring.

The curriculum is delivered through a variety of teaching and learning experiences.

The majority of pupils are recruited at the age of three years. They are taught in a variety of ways, mixing whole-class, group and individual attention, with generous staffing and detailed planning to allow for effective differentiation. There is a Special Educational Needs and Disabilities/Learning Support Policy and a Leader, likewise for Gifted and Talented.

Some subjects are usually taught in half classes and alternate with other subjects (e.g. Information Communication Technology, Art, Design Technology and Music).

The School has a strong interest in the performing arts and is distinguished for it. There is the opportunity for every child to be involved and to perform in music and drama. Physical Education also has a high profile with a balance of swimming, gymnastics, dance, competitive and team sports and the development of fine and gross motor skills.


There is a strong code of dress, behaviour and discipline, and the pupils are encouraged to acquire different learning skills and study habits in order to develop academic and personal disciplines. The curriculum encourages a spirit of healthy competition as an adjunct to learning.

The curriculum aims to help pupils to develop high academic attainment, confidence, social and personal skills, respect for themselves, others and property and to be happy and resourceful.

This policy is reviewed regularly by the Headteacher, in consultation with the governing body, in the light of experience, research and good practice.

Policy Date: October 2018

Policy Review Date: September 2021

Signed (Headteacher): 

Signed (Chair of Governors): 