



Foremarke Hall

Repton Preparatory School

Policy Statement

Curriculum

This policy is a whole-school policy including EYFS. It is relevant to all academic staff and should be read in conjunction with the following:

- Teaching and Learning
- Assessment, Recording and Reporting
- Learning Enhancement – SEND
- Learning Enhancement – EAL
- Able, Gifted and Talented
- EYFS - SEND

Introduction:

In line with the aims of the School, the academic curriculum at Foremarke Hall aims to inspire pupils to a lifelong love of learning. It strives to equip each child with the skill and confidence to be an independent thinker, able to tackle a task either as an individual or as part of a team.

Foremarke has a lively, vibrant learning environment, where the outcomes and progress of children are at the heart of teaching and learning. It has a warm, open and stimulating atmosphere with lessons taught in and outside of the classroom. The Pre-Prep runs from Rising 3s (Nursery a non-registered setting) to Year 2, The Prep school runs from Years 3 to Year 8. Years 3 and 4 make up the 'Lower School', Years 5 to 8 make up the 'Upper School'.

Throughout the whole school, children benefit from lessons taught by specialist teachers. This begins in the Pre-Prep with French, Drama, Music, Sport and Swimming. The level of specialist teaching increases as a child moves through the school until they are taught entirely by specialist teachers in Years 6 to 8.

The Curriculum that is followed shapes the teaching and learning that take place to allow the aims of the school to be fulfilled. It is recognised that all members of the school community have an essential role to play in its success. It continuously builds on prior learning and progresses pupils towards becoming independent and active learners; whilst developing the 'Learning Powers' of motivation, resilience, persistence, curiosity, flexibility and risk-taking. All is based on, and promotes, fundamental British Values including democracy, the rule of law, individual liberty and mutual respect, as well as tolerance of those with different faiths and beliefs.

Aims:

The aim of the Curriculum Policy is to outline the curriculum provision within the school.

Pupils at Foremarke follow a rich, broad and stimulating curriculum and are encouraged to work hard and enjoy their achievements from the start. The academic curriculum aims to provide pupils with the skills and experiences that will form the foundation for their future learning and so help each child to achieve their full potential. We aim to inspire pupils to gain a lifelong love of learning and to equip them with the skill and confidence to be an independent thinker and be able to tackle a task either as an individual or as part of a team. We aim for our children to have an awareness of British Values, and to develop into happy, confident learners, who thrive on the challenges presented.

The academic curriculum is supported, extended and enriched by our extra-curricular activity programme which includes activities that are physical, creative and that make use of our school environment.

Within the Pre-Prep, Early Years Foundation Stage provision is delivered to Nursery and Reception children between the ages of Rising 3s and 5 years. We recognise that a well-planned and well-delivered Early Years Foundation Stage Curriculum is a cornerstone for all future learning. The aim of the Early Years Foundation stage is to provide a well-planned and resourced curriculum within the Early Years Foundation Stage Framework and the Early Learning Goals. We aim to help the children progress in their learning and development using differentiation to ensure every pupil develops their skills and talents to their full potential. We encourage good behaviour and manners and aim to enhance the family atmosphere within Pre-Prep and reinforce the whole school's sense of community, creating a happy learning environment.

Implementation:

The curriculum for each child at Foremarke will:

- provide full-time supervised education for pupils of compulsory school age which is in excess of the minimum requirement of 25 hours per week, and which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. This is achieved through a broad, balanced curriculum structure, timetabling of the school day and through the effective deployment of specialist teaching staff.
- provide subject matter appropriate for the ages and aptitudes of pupils. This is supervised and regularly reviewed by Heads of Department and Heads of Lower School and Pre-Prep.
- allow pupils to acquire skills in speaking and listening, literacy and numeracy. This is the responsibility of all teaching staff and is overseen and monitored by the literacy and numeracy coordinators.
- aim to provide 'reasonable adjustment' where a pupil has an EHCP or an established SEN statement of educational need. Responsibility for this lies with all teaching staff, as well as with the Learning Enhancement department.
- allow all pupils to have the opportunity to learn and make progress according to their ability, including boys and girls, those who are able, gifted and talented, pupils with SEND and those for whom English is an additional language. Responsibility for this lies with all teaching staff, including Learning Enhancement and EAL teachers, and is monitored via assessment, reporting and tracking of pupil progress.
- provide teaching that does not discriminate against pupils contrary to the Equality Act
- provide personal, social and health education (PSHE) and economic education which reflects the school's aims and ethos. This is achieved through regular timetabled lessons for PSHE, and circle-time in EYFS, which follow a clearly written scheme of work, coordinated by the Head of PSHE.
- provide religious education and promote spiritual, moral, social and cultural (SMSC) development. These are provided for within our curriculum structure and through our programme of assemblies. They are overseen by the Head of Religious Studies and the Assistant Head (Pastoral). All academic staff have responsibility for the development of SMSC and the promotion of the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- enable the individuality of each child to flourish. This is one of the main strengths of our school. Pupils are nurtured and are encouraged to find their own strengths and areas for development. They are encouraged to take risks within the safety of the

school environment. The variety of activities on offer to our pupils allows for each individual to flourish.

- provide appropriate careers guidance, particularly for those pupils in Years 7 and 8. Pupils are made aware of different careers through visiting speakers, through trips and activities, through the PSHE programme and through the post-examination programme in Year 8.
- provide a full and varied programme of activities. Within the curriculum this is successfully coordinated by Heads of Department and Heads of Lower School and Pre-Prep. In addition, there is a wide variety of activities on offer to our pupils as a part of the extra-curricular activities programme.
- provide opportunities for children to be independent thinkers and learners. Responsibility for this lies with all teaching staff who should enable the development of these, and other skills as pupils move through the school.
- prepare pupils for the opportunities, responsibilities and experiences of life in British society.
- be interesting, challenging, relevant and fun

EYFS (Non-Registered Setting):

Nursery and Reception children follow the Early Years Foundation Stage Curriculum. The EYFS curriculum is delivered via a 2-year rolling programme designed to incorporate the seven areas of learning:

Prime Areas:

- Personal, Social and Emotional Development – Pupils will develop personally, socially, emotionally, morally and spiritually.
- Communication and Language – Pupils will build and develop their communication and language skills.
- Physical Development – Pupils will develop physical control, mobility, manipulative skills and awareness of space in both indoor and outdoor environments.

Specific Areas of Learning:

- Literacy – Pupils will build effective Literacy skills including reading, writing and speaking and listening.
- Mathematics – Pupils will gain an understanding of the fundamentals of Mathematics.
- Understanding the World – solving problems, making decisions, experimenting, exploring and finding out about their environment and the people and places that are significant in their lives.
- Expressive Arts and Design – exercising pupil's imaginations and exploring using different media and materials to communicate ideas and feelings in creative ways. Pupils will learn through a variety of art, design, technology, music, movement, dance role-play and stories.

The characteristics of effective learning run through and underpin these seven areas. Each play a central role in a child's learning and in becoming an effective learner. These characteristics are:

- **Playing and Exploring** – engaging
- **Active Learning** – motivation
- **Creating and Thinking Critically** – thinking

Throughout the day, pupils are engaged in a wide variety of activities, with a balance between pupil-initiated and teacher-led activities. They have access to both indoor and

outdoor activities.

EYFS practice is built on the following four guiding themes:

A Unique Child:

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships:

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments:

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development:

Children learn and develop in different ways. All areas of Learning and Development are interconnected and equally important.

Foremarke's EYFS provision for Childcare and Education is supported by the Derbyshire Early Years and Childcare Partnership. Three and four years olds receive the Early Years' Grant for up to 15 hours per week, over a maximum of 6 school terms.

Review:

The 'Curriculum Policy' is the responsibility of the SMT and will be reviewed according to the school's policy review cycle.

Last Revised: Lent 2017

Next Review: Lent 2019