



FULHAM PREP SCHOOL



FULHAM SENIOR SCHOOL

## **FULHAM PREP SCHOOLS**

# **WHOLE SCHOOL CURRICULUM POLICY**

**Created by JE & DS: 1<sup>st</sup> December 2015**

**Adopted: 2<sup>nd</sup> December 2017**

**Next review by the Executive Head: September 2018**

Appendix 1: Curriculum Plan

**Legal Status:**

- This is a Statutory Policy
- Regulatory Requirements, Part 1 Quality of Education Provided (Curriculum)(teaching) of the Education (Independent School Standards) (England) Regulations 2015

**Applies to:**

- The Pre-Prep School, Prep School and the Senior School along with all activities provided by the school including those outside of the normal school hours,
- All staff (teaching and non-teaching), the Governors and volunteers working in the school

**Related Documents:**

- Equality, Disability and Discrimination Policy
- Pupil Diversity Policy
- Recording, reporting, assessment and marking policy
- SEND policy including EAL
- Gifted & Talented policy
- Teaching and Learning Policy
- Homework Policy

**Responsibility**

Member of staff responsible for the policy: **The Executive Head**

Members of staff with oversight of curriculum matters or with oversight of the curriculum:

**Deputy Head (Senior), Deputy Head (Academic) of the Prep School, Head of Pre-Prep**

**Availability:**

This policy is made available to parents, staff and pupils via the School website and can be found under Greyhound Policies on the staff “drive.”

**Monitoring and Review:**

- We are aware of the need to review the Curriculum Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of Fulham Prep Schools. This policy will be updated annually

**Curriculum Policy**

This policy should be read in conjunction with the School Prospectus and website ([www.fulhamprep.co.uk](http://www.fulhamprep.co.uk)).

**Policy Statement:**

It is fundamental to the ethos of the Fulham Prep Schools to provide an active learning environment for all our pupils. Our Schemes of Work are designed to bring the curriculum to life and are interpreted creatively by teachers to inspire and challenge.

To this end the aim of Fulham Prep Schools is to provide a broadly based academic curriculum, dictated by the demands of the EYFS curriculum, ISEB Common Entrance examinations at either 11 or 13 years old and the GCSE and A Level examinations.

The curriculum must be seen as the major component of a pupil’s education that, together with the pastoral care and the co-curricular activities offered, helps pupils to develop a wide range of key and transferable skills so that our pupils are equipped to move on with confidence to the next stage of their education. Our curriculum is organised to promote learning, personal growth and development. We aim to provide a challenging and stimulating curriculum which encourages an enthusiasm and love for learning, intellectual curiosity, creativity, personal growth and development.

Our curriculum is well planned for each age group and ensures that pupils of all abilities, including those with special educational needs and/or disabilities are able to acquire knowledge and understanding, develop and practise new skills and make progress in a range of areas of learning. Where a pupil has a

statement of special educational needs we make provision to meet the requirements set out in the statement.

When evaluating the quality of the curriculum, we consider:

- That our curriculum is broad, well-balanced and covers all the required areas of learning. We modify our curriculum and teaching to meet the needs of individual and groups of pupils including our gifted and talented and disabled pupils or those with a special educational need;
  - The impact of the curriculum on pupils' academic and personal development and in preparing them for the opportunities and choices at the next stage of the educational journey;
  - That our curriculum planning is supported by appropriate schemes of work and builds systematically upon pupils' prior experience and plans for progression;
  - The views of our pupils, parents and staff;
  - That our curriculum actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Ensure that principles are actively promoted which:
1. enable students to develop their self-knowledge, self-esteem and self-confidence;
  2. enable students to distinguish right and wrong and to respect the civil and criminal law of England;
  3. encourage students to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  4. enable students to acquire a broad knowledge of and respect for public institutions and services in England;
  5. promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  6. encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.

It includes not only the formal requirements of an enriched National Curriculum and the demands of the ISEB Common Entrance and GCSE and A Level, but also the range of co-curricular activities that the Fulham Prep Schools organise in order to enrich the experience of students. It also includes the 'hidden curriculum,' what the pupils learn from the way they are treated and expected to behave and interact with one another.

We aim to teach children to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge and skills in order to achieve their true potential. Above all, we believe that learning should be fun. We believe in engendering in our pupils a love of lifelong learning. Fulham Prep Schools ensure that the curriculum gives all our pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Our aim is to fulfil the potential of each child in our care whilst providing them with a programme that incorporates linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative educational experiences. Our academic focus is balanced with the emphasis we place on pastoral care and the development of pupils' spiritual, moral, emotional and physical needs. We seek to develop character and a true sense of values with a wide range of curricular, extra-curricular and sporting activities.

The schools are characterised by a broad, comprehensive curriculum that develops pupils' knowledge, skills and talents and enables them to become reflective, problem-solving, independent learners. Our curriculum maximises pupils' progress and prepares them for the next stage of their learning as well as preparing them for the opportunities, responsibilities and experiences of adult life. We plan coherence in pupils' learning across the schools in order to encourage high achievement. Continuity and progression through succeeding phases of education is ensured through curriculum planning across the school which is monitored regularly by senior managers. The school places importance on the links between each phase of learning in order to ensure pupils' smooth transition.

The school maximises individualised learning for Year 6, Year 8 and examination pupils (Years 10, 11 and A Level) in preparation for the next phase of learning.

The key skills of literacy and numeracy skills are emphasised throughout all subjects and ICT/Technology is an integral part of all learning, in particular it is used to present work, research information and portray data across the curriculum. In all our curriculum areas we strive to ensure pupils' are presented with a range of views, no specific views are promoted and on no occasion are pupils influenced by staff on specific political points of view. Fulham Prep Schools will endeavour to make sure presentations and speakers offer balance between opposing views.

The school emphasises equality of access to the curriculum. Pupils are presented with the same knowledge and skills for each subject, but at levels and in ways appropriate to their needs. Where required, work is adapted to the different needs and abilities of the pupils.

The curriculum offered at Key Stage 3, GCSE and A Level is chosen to prepare pupils for the opportunities, responsibilities and experiences of life after secondary and further education. The Careers Department offers appropriate advice and support at Key Stages 3 and 4 and in the Sixth Form.

The PSHCE Programme enhances the curriculum in all years.

#### **Values:**

Our curriculum is underpinned by the values of **Courtesy, Consideration and Commitment**, the three 'C's that we hold dear at Fulham Prep Schools. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives, underpinned by these values.

The curriculum seeks to promote the reputation of Fulham Prep Schools as schools with excellent standards of study that prepares our pupils for the next stage of their education and life-long involvement in learning. Our curriculum prepares our pupils to contribute confidently to an ethnically pluralistic society.

- We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil as well as for people of all cultures.
- We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society.
- We respect each pupil in our schools for who they are and we treat them with fairness and honesty.
- We aim to enable each person to be successful and we provide equal opportunities for all pupils.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

In order to achieve the school's values, the curriculum will seek to reinforce the following features of Fulham Prep Schools:

- The confidence, talent and high aspirations of its pupils;
- An enquiring atmosphere and enjoyment of discussion;
- The support given to pupils in and outside the classroom by well-qualified, enthusiastic and knowledgeable staff.

## **Pre-Prep (Years 1 & 2), Prep and Senior Curriculum covers the following areas:**

### **Linguistic:**

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing. French is taught throughout the Pre-prep, Prep and Senior Schools, Latin is taught from Year 5 and Spanish starts in Year 9. Additional languages are offered beyond the curriculum in the Senior School. Philosophy is taught from Year 4 to 6.

These skills are most overtly brought into focus in English lessons. The teaching of literacy and literacy skills is not, however, confined to these subjects and the policy of the schools is that teachers of all subjects encourage good linguistic and literary standards in all pupils' work. Communication skills are further enhanced by debating, speech and drama examinations, readings and speeches given by pupils in Assemblies.

### **Mathematical:**

This area helps our pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. The knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration and discussion.

### **Scientific:**

This area at Fulham Prep Schools is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry, for example observing, forming hypotheses, conducting experiments and recording their findings.

### **Technological:**

Technological skills for Fulham Prep Schools pupils can include information and communication technology (ICT), developing, planning and communicating ideas, working with equipment, materials and components to produce products that the children are proud of and evaluating processes and products.

### **Human and Social:**

This area at Fulham Prep Schools is concerned with people and their environments and how human action, now and in the past, has influenced events and conditions. At Fulham Prep Schools, History, Geography, PSHE and Religious Education make a strong contribution to this area.

### **Physical:**

This area aims to develop Fulham Prep Schools pupils' physical control and co-ordination as well as their tactical skills and imaginative responses. It helps them to evaluate and improve their performance. Pupils also acquire knowledge and understanding of the basic principles of fitness and health.

### **Aesthetic and creative:**

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects to all subjects but some make a particularly strong contribution including ICT and DT, the study of literature, music, art and drama because they call for personal imagination and often practical responses.

### **Spiritual, Moral, Social and Cultural Development (SMSC):**

The above policy statement and the declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. Whilst SMSC is integral to all aspects of our curriculum, PHSCE, Philosophy and Religious Education make a strong contribution. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. Underpinned by the teaching of British Values.

For further details of individual department policies please see Subject Policy documents for each subject area.

The curriculum encompasses all national curriculum subjects and is significantly broadened and enriched with diversity and variety at each stage of learning. Each curriculum area has a specific scheme of work that identifies the content, skills and knowledge introduced at each stage of learning.

In our curriculum we aim:

1. to promote a love of learning and develop intellectual curiosity;
2. to build upon, extend and expand the National Curriculum offering breadth, balance and relevance, allowing flexibility for individual talents and aptitudes;
3. to develop the key skills of Communication, Numeracy, Literacy and I.C.T. at all stages and across all curriculum areas;
4. to promote the acquisition of skills of independent learning;
5. to provide subject material appropriate for the ages, aptitudes and needs of all pupils, including those with an Education Health Care plan or statement and to review schemes of work regularly to ensure they meet the needs of all pupils;
6. to develop lively, enquiring minds through a stimulating, challenging and purposeful curriculum, supported by a range of homework tasks;
7. to extend pupils' learning experience through a wide range of visits, an extensive range of extra-curricular activities and fund raising events for charity;
8. to ensure that within every curriculum area respect and tolerance are evident for the rule of law (British Values) and for the differences that exist between those of different faiths and beliefs;
9. to nurture spiritual and moral values, which reflect our aims and ethos through all activities of the school, in particular our assemblies and the courtesy and respect evident in the relationships throughout the school;
10. to prepare pupils, at levels appropriate to their ages, to contribute to society as responsible citizens;
11. To raise pupils' awareness of the dangers of the internet, of political indoctrination, grooming and of sexual abuse;
12. to build the self confidence in our pupils, which will enable them to take full advantage of the opportunities they meet at school and the community;
13. to celebrate pupils' achievements and success through a variety of school activities, performance and displays and by individual commendation;
14. to monitor, evaluate and act upon the quality of the planning, delivery and consistency of provision of the formal curriculum.

Extra-curricular activities play a key role in the development and enjoyment of our pupils. We offer a wide range of lunch time and after-school clubs and activities to pupils in all sections of the school. Many areas of the curriculum, especially the humanities, modern languages and sport are significantly enhanced by competition, workshops, visits and residential activities both at home and abroad.

The curriculum is monitored by senior managers to ensure no indoctrination of political ideology exists in any studies. Staff members responsible for specific curriculum areas are encouraged to attend training courses to ensure they are up to date with new requirements. The Executive Head monitors the quality and consistency of implementation of the curriculum in the Early Years and Pre-prep school.

### **Special Educational Needs and Disabilities (SEND)**

Throughout the school where a pupil has a specific Education and Health Care plan (EHC), or an existing statement of special educational need that identifies their special needs in terms of learning or disability, we aim to provide an education which fulfils those requirements. Such plans will be reviewed annually by the school and the local authority.

Our Special Educational Needs and Disability Co-ordinator supports staff in identifying pupils' difficulties and devising suitable teaching strategies and materials. If appropriate, pupils will be provided with an individual plan to record the provision in place for them and monitor their progress. The Co-ordinator and Head of Pre-Prep liaise with parents and outside agencies to coordinate any extra help that may be required and to offer support to small groups in class.

Through ongoing classroom observation and assessment, we identify and meet the needs of able and talented children and work closely with specialists and professional agencies to ensure that the needs of such children are met. Pupils with English as an additional language are appropriately catered for with individual assistance following an entry assessment of their ability with spoken and written language.

### **Assessment and Reporting**

Assessment is an essential part of each curriculum area. Regular assessments of pupils' work assist staff to monitor pupils' progress, establish their level of attainment and inform future planning.

### **Equal Opportunities**

We believe all pupils in the school should have equal access to the curriculum enabling all to learn, make progress and fulfil their potential.

## **Reception Curriculum (EYFS)**

The Early Years Foundation Stage, which underpins the curriculum in the Reception class, is distinct in its identity. The planning for the learning and development of children in this stage has regard to the EYFS Statutory Framework. With a comprehensive view of each child's level of development an appropriate and challenging curriculum ensures the needs of the individual are met effectively.

Under the guiding theme of Learning and Development there are seven areas of learning and development:

#### Prime areas

- communication and language
- physical development
- personal, social and emotional development

#### Specific Areas

- literacy
- mathematics
- understanding the world
- expressive arts and design

All areas of learning are of equal importance, inter-connected and supported by the provision of a wide range of educational programmes. The development of each child is recorded through the ongoing observation of their progress, and the completion and monitoring of achievements on assessment scales which provide an accurate and detailed insight into the progress made by the individual. The observations made of each child occur in a variety of environments and learning situations to ensure that an accurate recording of individual attainment is made.

On entry to Reception a Baseline Assessment ascertains children's stages of development, strengths and needs. When children have followed an EYFS programme at a Nursery the records made by practitioners in that setting also provide vital information on individual attainment and requirements.

## Appendix 1: Curriculum Plan

### **Pre-Prep - Year 1 and 2**

Literacy  
Numeracy  
Science  
Religious Education (RME)  
Computing  
History & Geography  
French  
Art,  
Music  
Physical Education/sport  
Personal, Social, Health and Citizenship Education (PSHCE)

Class teachers are responsible for teaching; Literacy, Numeracy, RME, PSHCE

Subject specialist teachers take the children for; Music, French, Computing, Art, Sport & Science

Skills in speaking, listening, literacy and numeracy are promoted, where possible and applicable, in all subjects.

### **Prep School - Years 3-8**

English  
Maths,  
Science  
Religious Studies (RS)  
Computing  
History  
Geography  
French  
Latin from Year 5  
Greek for 13+ scholars  
Art  
Design Technology (D/T)  
Music  
Physical Education/sport  
Philosophy  
Personal, Social, Health and Citizenship Education (PSHCE)

Pupils in Year 7 and 8 are extremely well-prepared academically, creatively and socially for a range of examinations and scholarships to their choice of senior schools. All curriculum areas are taught by subject specialists. The prep curriculum is significantly enhanced by a wide range of visits, residential experiences at home and abroad, competitive events, concerts and clubs.

### **Senior School – Year 9**

English	Spanish
Mathematics	Latin and Classical Civilisation
Science – Physics, Chemistry and Biology	Art
Religious Studies	Music
Computing	Sport
History	Enterprise
Geography	Personal, Social, Health and Citizenship Education (PSHCE)
French	

## Senior School - GCSE (Year 10 and 11)

### Core:

English

Maths

Science – Physics, Chemistry and Biology

Personal, Social, Health and Citizenship Education (PSHCE)

Physical Education

### Four options from:

Religious Studies

Computing

History

Geography

French

Spanish

Art & Design

Drama

Music

## Senior School - A level

### Core:

Enrichment sessions – careers, PSHE

Physical Education

### Four options from:

English Literature

Mathematics

Further Mathematics

Physics

Chemistry

Biology

History

Geography

Religious Studies (Theology)

French

Spanish

Art

Drama

Music

Extended Project

Pupils in Years 9 to 13 are well-prepared academically, creatively and socially. All pupils are expected to take a minimum of 10 subjects at GCSE and to proceed to A Level. The academic curriculum is complemented by a full enrichment programme and is enhanced by visits to galleries, museums, exhibitions, theatre and residential trips both at home and abroad.

<b>Updated</b>	<b>By</b>
<b>December 2015</b>	<b>Jane Emmett &amp; Di Steven</b>
<b>March 2017</b>	<b>N. Brooks</b>
<b>April 2018</b>	<b>V. Low and A. Northey</b>