



FAIRSTEAD HOUSE



CURRICULUM POLICY

Incorporating the Early Years Foundation Stage

Whole School	Website: Yes
Statutory?	Yes
Responsible:	Head
Reviewed:	September 2023
Next Review:	September 2024

Introduction

At Fairstead House we provide full time supervised education for pupils from 1 to 11 years. The curriculum embraces all the intended learning opportunities that a pupil has at Fairstead House and is therefore planned and reviewed regularly.

The curriculum is the central framework which supports the School in its key educational aim of enabling all pupils to become well-rounded individuals who have developed the personal qualities and achieved the academic qualifications, to build successful and fulfilling lives. To this end, pupils at Fairstead House are given the opportunity, stimulus and support to discover their full potential and to develop their gifts and talents as far as they are able to go in the context of School life.

This policy is a whole school document (which includes the Early Years Foundation Stage (EYFS)) that sets out the main features of the School's curriculum and is supported by the School's various procedures, policies, plans and schemes of work.

Curriculum

At Fairstead House, the Curriculum Policy is supported by appropriate plans and schemes of work. These take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan. In addition, the plans and schemes of work 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.

Fairstead House fulfils the requirements of the National Curriculum and augments its provision within a framework that prepares pupils in Year 6 for entrance exams for the wide variety of Senior Schools available.

At Fairstead House the curriculum:

- includes both the formal and informal taught curriculum within the School's timetabled programme and that which takes place outside normal lesson time, the School day or School terms (the wider learning opportunities);
- takes place within Fairstead House and beyond;
- develops according to the age of the pupil, allowing smooth progression and continuity through the Key Stages of School education and ensuring that all pupils will acquire speaking, listening, literacy and numeracy skills;
- promotes the love of learning at all stages;
- ensures that pupils of all ages (including those who may have an Education, Health and Care (EHC) plan or have been identified as needing extra support and are on the SEND register, are vulnerable or act as a carer) have the opportunity to learn and make progress by recognising the range of aptitudes and abilities within the school and by being sufficiently flexible to enable pupils across this range to be challenged appropriately and to progress. Any pupil who may have an EHC plan or a learning need is

provided with education which, with reasonable adjustment, best meets their requirements;

- incorporates the following broad areas of education:
 - linguistic;
 - mathematical;
 - scientific;
 - technological;
 - human and social;
 - physical;
 - aesthetic and creative education

- provides a programme of personal, social, health and economic education which reflects the School's aims and ethos and which promotes equality of opportunity, and the acceptance of and respect for others (paying particular regard to the protected characteristics as set out in the Equality Act 2010¹ (see separate PSHE Policy));
- provides opportunities for pupils to develop personal resilience, courage and ambition in a manner which safeguards and promotes their well-being and mindfulness;
- 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 and includes the effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- safeguards pupils from exposure to extremist ideologies and other forms of abuse through a community-wide programme of safeguarding and child protection education and procedures;
- develops the skills and attitudes necessary for pupils to become effective life-long learners;

The Early Years Foundation Stage follows the curriculum as set out in the Statutory Framework for the Early Years Foundation Stage.

In particular, the EYFS curriculum:

- provides a programme of activities for those pupils 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 (known as the Prime Areas of learning);
- comprehensively covers the EYFS areas of learning, i.e.:
 - Personal, Social and Emotional Development;
 - Communication & Language;
 - Physical Development;
 - Literacy;
 - Mathematics;
 - Understanding the World;
 - Expressive Arts & Design
- ensures that the four guiding principles of the EYFS Framework shape

¹ Equality Act 2010, Chapter One, Section Four: The following characteristics are protected characteristics – age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

practice in the early years setting:

- o every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
 - o children learn to be strong and independent through **positive relationships**;
 - o children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
 - o **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities.
- supports the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically. These ‘Characteristics of Effective Learning’ underpin learning and development across all areas and support the child to remain an effective and motivated learner during their early years.
 - is mindful of the Early Learning Goals, however, these are not used as a curriculum in themselves, and do not limit the wide variety of rich experiences that are crucial to children’s development.

Learning in the EYFS at Fairstead House is fun and engaging, and our aim is to challenge and support all children to achieve and become confident, independent learners, wherever their unique starting point may be. We provide high quality interactions to develop and deepen the children’s learning opportunities. Learning experiences in the EYFS are offered through a range of planned adult-led activities with structured challenges within the environment to enable children to consolidate their learning and skills, alongside self-led ‘exploring time’ which is supported and scaffolded by an adult when appropriate. Communication with parents is extremely important to us and we greatly value the relationship that we develop with parents throughout this vital time.

FURTHER INFORMATION

This document forms the overarching policy with regard to the curriculum, however, associated procedures will be in place to support the aims of this policy. For example;

- Academic timetables;
- Assessment, Reporting and Examination schedule
- Curriculum development plans;
- Subject Co-ordinator Action Plans
- PSHE programmes;
- Safeguarding and Online Safety training for pupils;
- Teaching and learning procedures

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

- Admissions Policy;

- Assessment Policy
- English as an Additional Language;
- Equal Opportunities and Diversity Policy;
- Enrichment Policy;
- PSHE and RSE Policy;
- SEND Policy;
- Safeguarding (Including Child Protection) Policy;
- Online Safety Policies;
- Accessibility Policy