



FOREST SCHOOL

Curriculum Policy

Whole School including EYFS

v1.1

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Owner (Name, Title):	Deputy Head Academic, Head of the Preparatory School, Deputy Head Co-Curricular
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1. Introduction

- 1.1. This document sets out the school’s curriculum aims.
- 1.2. The ‘owners’ of this document are the Deputy Head Academic and the Head of the Preparatory School, who are responsible for ensuring the regular collation, review and revision of its contents.
- 1.3. Where possible, content from other Forest School Policies has not been duplicated in this document. The following Policies, therefore, may be regarded as linked to this document and may be understood in conjunction with it:

- Learning Support Policy
- Behaviour Policy
- Behaviour Policy (Prep)
- PSHEE Policy
- Safeguarding and Child Protection Policy
- Teaching and Learning Policy
- Adapted Curriculum Policy

2. Academic Curriculum Policy

(Whole School including EYFS)

- 2.1. Forest School provides full-time supervised education for pupils between 4 and 18 years of age (Reception to Y13). Forest School provides them with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Pupils are educated, as appropriate, in Forest Preparatory School (Reception to Y6 and including Early Years Foundation Stage provision) and Forest Senior School (Y7 to Y13). This policy document relates to the education of all Forest School pupils, from Reception to Y13.

2.2. Aims of the Curriculum

- 2.2.1. The aims of the Forest School curriculum are to promote the intellectual, spiritual, moral, cultural, social and physical development of all pupils, reflecting the school’s aims and ethos. The curriculum is designed to encourage all pupils to become engaged, independent, responsible and committed life-long learners. The curriculum acknowledges the synergy between academic, co-curricular and pastoral strands of education, and seeks to provide opportunities for pupils to experience, understand and articulate the ways in which the characteristics of excellence in learning can be demonstrated and enhanced in any area of School life.

- 2.2.2. Curricular breadth early on allows pupils to discover and pursue individual interests; increasing opportunities to specialise further up the school are available, so that pupils can pursue enthusiasms in preparation for further study or professional development after

school. Our curriculum is academically challenging and caters for the range of pupil abilities. Attention is paid to the need for pupils to acquire speaking, listening, literacy and numeracy skills.

2.2.3. Curriculum content is always appropriate for the ages and aptitudes of pupils, including those identified as requiring extended challenge and those identified as having special educational needs and disabilities. Although the school's entrance requirements mean that all pupils have a strong command of English, EAL support is provided when required. Those pupils with a statement of special educational needs and disabilities, or with a formally diagnosed learning difference will have appropriate support as stipulated in the Learning Support Policy.

2.2.4. The School's curriculum is inclusive and recognises the diversity of its pupil body. We aim to ensure that each pupil has the opportunity to learn and make progress as appropriate to their individual needs, interests and abilities, and we encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act(a). We take care to incorporate a range of academic experiences that respect fundamental British Values, such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. The curriculum is designed to ensure that it does not discriminate against any pupil on the grounds of age, ethnicity, gender, social class, sexual orientation or disability, and contains components that help pupils to understand the causes of such discrimination and the need to remove them.

2.3. The Academic Curriculum: EYFS to Y6 (The Preparatory School)

2.3.1. The Preparatory School curriculum focuses on each pupil to ensure that they have the opportunity to learn and make progress. It aims to provide pupils with the knowledge and tools to become independent learners through an enquiry-based approach that encourages thinking and active learning.

2.3.2. At 4+ pupils enter the Pre-Prep department, where they are taught in small co-educational classes. Pupils start in Reception and follow the Early Years Foundation Stage Framework. This incorporates all seven areas of learning: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. In Year One and Year Two, we continue a rich curriculum based on the National Curriculum combined with a creative curriculum. Our creative curriculum incorporates subject areas such as: Science, the Humanities and the Arts; with English and Mathematics taught as individual subjects. All Pre-Prep pupils are taught ICT, Drama, Music, PE and swimming by subject specialists, with the addition of Mandarin from Year One, and a variety of co-curricular activities.

2.3.3. From the age of seven, boys and girls are taught in separate single-sex classes. At Forest, we believe that there are considerable differences in the way that boys and girls learn. Both genders can be offered a learning environment that is unselfconscious in atmosphere, and specifically tailored to their needs in terms of lesson content, teaching style, pace, type of task and group dynamics. English, Mathematics, Science, Geography, History, Art, PSHE and Religious Education are taught by Preparatory School teachers and there is specialist teaching in languages, ICT, Design Technology, PE, Games, Music and Instrumental Music tuition. Setting in Mathematics is introduced in Years Five and Six.

2.3.4. A wide variety of co-curricular activities are also offered to pupils of all ages throughout the school day. The ICT facilities within the Preparatory School are excellent and are

extensively used to support learning across our curriculum. The broad curriculum is carefully structured and ensures that pupils are well prepared for the transfer to the Senior School.

2.3.5. A programme of Personal, Social, Health and Economic Education is taught from Reception to Year 6 and reflects the School's aims and ethos. Details of this programme are set out in the Preparatory PSHE Subject Scheme of Work. All pupils are well prepared for the opportunities, responsibilities and experiences of life in British society.

2.3.6. This Curriculum Policy is supported by subject specific guidance and schemes of work for each subject.

2.3.7. It is also supported by the following teaching guidance which can be found in the Preparatory School Staff Handbook:

- Preparatory School Teaching Guidance
- Preparatory School Marking Guidance
- Preparatory School Monitoring, Assessment, Recording and Reporting Guidance
- Preparatory School Prep (Homework) Guidance
- Preparatory School Handwriting and Presentation Guidance

2.4. **The Academic Curriculum: Y7 to Y11**

2.4.1. The Academic Curriculum in Y7 to Y11 aims to develop pupils as responsible, increasingly independent, and metacognitive learners. A common language of learning characteristics is deployed across these year groups, codified in the 'Forest Learner' framework. Emphasis is laid on pupils taking responsibility for their learning (Responsibility), being explicitly aware of where their learning is going (Direction) and developing the strategies to reach their learning goals (Strategies).

2.4.2. Pupils start with as wide a range of subjects as possible in Y7 and Y8, to experience educational breadth and to develop the widest possible range of skills and knowledge. These include linguistic, literary, mathematical, scientific, technological, digital, human and social, physical, aesthetic and creative learning opportunities.

2.4.3. In Y9 pupils are able to make choices to shape their own curriculum and some work begins as a preparation for the commencement of GCSE and IGCSE courses in Y10.

2.4.4. In Y10 and Y11 pupils usually take 9 GCSE or IGCSE courses, and also the Higher Project Qualification Level 2. This latter qualification provides pupils with important academic skills and the opportunity to engage in a substantial piece of independent research. Some pupils also study Further Mathematics in Year 11.

2.4.5. Impartial careers guidance is available to all pupils of the Senior School and Prep School. Advice about GCSE and post-16 courses is available, and, through close association with the tutorial system, Wellbeing syllabus (replacing PSHEE) and other opportunities, pupils know how their own strengths and interests relate to the world of work, to learn about different careers and opportunities, to obtain individualised guidance, to gain work experience and information about a broad range of training, education and occupations beyond school.

2.4.6. Forest School ensures effective transition for all pupils towards future life choices and focuses on preparing pupils for active participation in 'British Society' (as defined by [Home Office Prevent Strategy](#)). Forest School has regard to DfE guidance: [Careers](#)

2.4.7. A comprehensive programme of Wellbeing is taught to all pupils in Y7 to Y9 within the timetable. Wellbeing days off-timetable are also delivered to all pupils in Y10 to Y11 in line with the Wellbeing curriculum, which is reviewed annually by the Head of Wellbeing. Through this programme and the tutorial system effective preparation for the opportunities, responsibilities and experiences of life in British society is given.

2.4.8. A programme of digital skills training is undertaken in Y7 and reinforced thereafter. All pupils bring their own digital devices to all lessons and receive ongoing training in the responsible and effective use of these.

2.5. The Academic Curriculum: Y12-Y13 (Sixth Form)

2.5.1. The Sixth Form sees further specialisation and preparation for the opportunities, responsibilities and experiences of adult life beyond school. The need to develop pupils as responsible, increasingly independent, and metacognitive learners through the deployment of the Forest Learner code of learning characteristics is continued and developed in this Key Stage.

2.5.2. The Sixth Form curriculum is arranged within a framework known as the Forest Diploma. This curriculum was developed at Forest in consultation with 20 major UK universities and employers, and draws together academic, co-curricular, super-curricular, communications, community and competency-based learning into a coherent entity. Alongside their core academic qualifications (three A Levels and an Extended Project Qualification for most pupils), pupils complete courses developed at Forest School in a range of subjects to prepare for life after school, an online digital skills course, Next Steps training (university admissions and Careers), community service and work experience placements, communications and super-curricular and co-curricular activities. All pupils take part in fortnightly reflective discussions about their pathway through the Diploma in Academic Monitoring tutorials with Tutors, and in two Vivas, conducted in the Lower and Upper Sixth Form years.

2.5.3. Core Academic study is offered in the form of A Level (including International A Level) and Extended Project qualifications. Most pupils take three A Level courses (although those taking Further Maths A Level complete four A Levels in total). All pupils also submit an Extended Project Qualification as part of their Sixth Form academic curriculum at Forest. All pupils also complete the requirements for the Forest Diploma curriculum.

2.5.4. There are 26 different subjects offered in the Sixth Form, and the offer available is reviewed regularly.

2.5.5. Pupils are taught in smaller teaching groups than in Key Stage 3 or Key Stage 4, typically no larger than 16 pupils, and often much smaller. This allows teachers to offer more individual support.

2.5.6. In addition to formal A Level subjects and Diploma courses, pupils attend weekly Sixth Form 'Look Out!' lectures by eminent visiting or in some cases internal speakers covering a range of political or cultural issues.

2.5.7. This Curriculum Policy is supported by subject specific guidance and schemes of work for each subject. The nature of these schemes of work is detailed in the Teaching and Learning Policy 'Planning and Curriculum' strand. Departments are given autonomy in producing schemes of work that best suit their subject and department, but nonetheless must fulfil the aims and pedagogical principles set out in this policy and in the Teaching and Learning

Policy.

2.5.8. SMSC is embedded throughout the school, and includes all that is done to encourage pupils to think about the kind of people they are and aspire to be, and the kind of world they aspire to create. This is achieved through the curriculum itself as well as the House System and Chaplaincy.

2.6. Homework (Senior School)

2.6.1. Homework is set by Forest teachers to help pupils to get into the habit of working independently and without direct supervision.

2.6.2. Homework quantities are allocated to pupils in Y7-Y11, with the dual purpose of ensuring pupils do enough to support their learning and simultaneously helping them to know when to stop. A homework timetable is produced for all pupils which indicates when they can expect homework's to be set. Teachers are asked to stick to this rigidly, and pupils are advised to do homework's on the nights on which they are set.

2.6.3. In Y7-Y11 pupils are set homework as follows:

<i>Age Group</i>	<i>'Total Homework Time' per day: pupils should sit down to work for this amount of time each day</i>	<i>Individual Homework durations</i>	<i>Number of Homework's per day</i>	<i>Amount of 'Extended Learning Time' per day*</i>
Y7	1hr 15 mins	30 mins	2	15 mins
			3 (night of ICT hw only)	
	1hr 30 mins	30 mins		0
Y8	1hr 15 mins	30 mins	2	15 mins
Y9	1hr 45 mins	30 mins	2 or 3	15 mins
GCSE	2hr	40 mins	2 or 3	0

2.6.4. The short period of 'Extended Learning Time' each evening should be used by pupils to carry out 'Extended Learning' of any kind. Pupils are advised that meaningful Extended Learning Time activities include the following:

- A more time on a task that's taken longer than it should have
- Producing revision materials for later
- Reviewing targets/reading and reflecting on Feedback Records
- Reviewing/re-doing/correcting assessed work
- Planning ahead, reading ahead

- Extension activities
- Extended research or project-based activities
- Reading a related academic book, blog, broadsheet newspaper or scholarly periodical (for example: National Geographic, History Today, New Scientist, The Economist, New Yorker, The Spectator, Prospect).
- and anything else that helps pupils to become self-motivated, independent, curious and purposeful individuals during total allocated homework time.

2.6.5. In Y7-Y11 pupils are set homework as follows:

- In the Sixth Form, teachers set the appropriate amount, ensuring it is not excessive. The aim is that sixth formers spend roughly the same amount of time doing private study as they do in lessons in each subject.
- Pupils are given access to an online planner in which to record homework's that can be downloaded onto their own devices and mobile telephones. Tasks are set by the teacher, by 4.30pm, on the allocated day for that subject as per the homework timetable (for Years 7 – 11).

2.7. Preparatory School Homework (Prep) Guidance

2.7.1. Rationale

Preparatory School (homework) is important for a number of reasons.

- It supports and reinforces learning, so may not always involve writing, but might be a game to be played, things to measure/weigh, reading or using friends and family as a resource
- develops and maintains links between school and home. Parents are able to support their child's learning
- encourages independent learning
- provides opportunities for personal research. The ability to research using books and the Internet is a vital skill.
- should not be stress provoking or viewed as a punishment and work set will be appropriate to the pupil's individual needs
- develops good work habits and organisational skills in preparation for life in Senior School

In addition, prep is a time when missed/incomplete work needs to be made up.

2.7.2. Pre-Prep

In the pre-prep children are expected to be reading daily. Children are provided with Reading Records for parents to make records of reading with their child each night. Homework is handed out on a Friday and collected on a Wednesday. Homework will be marked and sent back home the following Friday. In the Trinity Term, Year 2 will be set homework twice a week (one English and one Maths) to help with the transition to Year 3, where prep is set daily. One homework will be set on a Friday and due in on a Wednesday, and another homework will be set on a Wednesday to be handed in on a Friday.

Year	Work
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EYFS	Phonics Handwriting Maths
1 & 2	Phonics Spelling & Handwriting Maths

2.7.3. Years 3 to 6

Prep is set every day for all pupils in Years 3 – 6. Form teachers prepare their form’s prep timetable in accordance with the guidelines given below and in conjunction with their pupils’ subject teachers. Each year group has a set time allocation per evening, pupils are expected to be able to complete their prep within this time. Pupils are provided with Prep diaries in which to record the task assigned for Prep. It is the pupil’s own responsibility to record this each day. Parents must sign the Prep diary daily to acknowledge homework has been completed.

Year	Written work
3	1 period of 20 mins Spelling & Handwriting 1 period of 20 mins English 2 periods of 20 mins Maths 1 period of Research investigation or activity in any subject Plus daily reading (10 mins) and practising spellings and times tables.
4	1 period of 20 mins Spelling & Handwriting 1 period of 20 mins Grammar or Comprehension 2 periods of 20 mins Maths 1 period of Research, investigation or activity in any subject Plus, daily reading (10 mins) and practising spellings and times tables.
5	3 periods of 30 mins Maths 2 periods of 30 mins English 1 period of 30 mins Science, History, Geography and RE on occasion, with a week to complete Plus, daily reading (15 mins) and practising spellings and times tables.

6	<p>2 periods of 30 mins English</p> <p>2 periods of 30 mins Maths</p> <p>1 period of 30 mins Science, History, Geography and RE on occasion with a week to complete</p> <p>Plus, daily ready and practising spellings.</p>
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2.7.4. Guidelines for Homework/Prep

Preps should be a mixture of discreet, written exercises completed in exercise books, an occasion for finishing off work, the completion of worksheets or set homework activities on Education City and ActiveLearn. Neat presentation is as important for prep as it is for class work.

- If the completion of a writing task is set as a Prep, the majority of the writing should have been done in school and the point reached in class should be indicated.
- Prep that requires research (whether internet or book based) should only be set on weekends.
- At certain points during the school year pupils will be expected to learn words for productions, assemblies and concerts.
- Prep exercises are to be differentiated, where appropriate, to ensure that the more able pupils are challenged and that the less able pupils have a sense of achievement on completion of their Prep.
- Assignments or project work, intended to last more than one Prep, are to be set in manageable parts with guidance given, plus the criteria for marking. They are to be marked regularly so that ongoing feedback is provided and a burdensome amount of work does not build up due to procrastination.
- Prep should be collected in during registration every morning, marked in accordance with the Preparatory School’s Marking Policy and returned to pupils.

After school hours pupils need to have a balance of work, rest and play. The above are reasonable amounts of time if the pupil is focused on the task set. Should a Prep take much longer parents are asked to stop their child and write a note in the Prep Diary explaining the problem. If, for any reason, Prep is not set this should be stated in the Prep Diary.

2.7.5. Use of the Internet

When setting a research Prep many pupils will wish to use the Internet. This is acceptable as long as the following provisos are taken into consideration:

- that family rules about access to and use of the Internet are respected
- that pupils are taught that what they read on the Internet cannot be taken as ‘gospel’ and that they will need to cross-check their facts – using the Internet as a research tool is a skill which needs to be taught and reinforced
- that a page/pages printed from the Internet does not constitute Prep done.

2.7.6. The Role of Parents

Parents have a vital role to play in their child’s education, and Prep is an important part

of this process. Parents are invited to support their child as they feel necessary and to provide them with an environment that allows them to do their best. Prep is best done in an environment free from distractions. In Years 3-6 parents are asked to check the Prep diary every evening and to initial it. Specific concerns should be discussed with the subject teacher.

2.7.7. Additional material

This Curriculum Policy is supported by schemes of work in each of the following subjects:

- EYFS; Years 1 – 6:
- English
- Mathematics
- Science
- History
- Geography
- RE
- ICT
- Art
- Music
- DT
- Modern Foreign Languages
- Drama
- Games and PE
- PSHEE

2.7.8. Y7 – Y13

Modern Foreign Languages (French, German, Mandarin and Spanish)

- Art and Design
- Classical Greek (Year 9 onwards)
- Computing
- Design & Technology (Resistant Materials)
- Drama
- English Language and Literature
- Food & Nutrition
- Games and Physical Education
- Geography
- Higher Project Qualification Level 2
- History
- Latin
- Mathematics (and Additional Mathematics)
- Music
- Religious Studies
- Sciences (Y7-Y8 General Science; Biology, Chemistry and Physics in Y9, IGCSE and A Level; and IGCSE Double Award Science)
- Textiles

- Wellbeing

2.7.9. Y12 – Y13 (additionally)

- Business Studies
- Classical Civilisation
- Economics
- Extended Project Qualification
- Politics
- Philosophy

3. Preparatory School Teaching & Learning Policy

(EYFS to Year 6)

- 3.1. The main aim of teaching within the Preparatory School is to provide pupils with the skills to acquire new knowledge and understanding and to develop and make good progress across all subject areas. Through excellent teaching, pupils are motivated to think and learn for themselves, and good learning leads to positive and life-long changes in knowledge, behaviour and attitudes.
- 3.2. Learning is an active process, and each learner must be an active participant. At Forest, we take seriously our duty to develop in our pupils the skills and understanding required to become life-long learners. We articulate and exercise the belief that pupils do not have fixed 'potential', but rather that they can select and realise individual goals through hard work and the deployment of positive learning characteristics that are further developed as they move up to the Senior School.

3.3. Teaching and the Teachers' roles

3.3.1. Each teacher has his or her own particular style of teaching and each teacher must find their own way of delivering the curriculum that suits both them and the pupils they teach incorporating the following principles:

- A secure command of the subject material they are expected to teach.
- Lessons should be planned incorporating a range of teaching methods and activities which engage, motivate and challenge all pupils.
- The Learning Objective of each lesson is to be stated, explained and where appropriate, displayed.
- Lessons should be well structured, for example, following the format of a starter, main activity and plenary.
- High expectations of pupil's skills and progress.
- Work should be differentiated to suit the range of abilities in the class: exercises that allow success and progress at different levels and which create opportunities for every pupil to be successful should be employed.
- Successful learning in a lesson may not always be recorded in written form. Evidence of learning may be recorded through other means, such as, teacher observations,

photographs and online work.

- Work should be marked, assessments made, and feedback given in line with the relevant Prep School Teaching and Learning Guidelines found in the Staff Handbook. These assessments should feed into future planning.
- The creation of a classroom environment in which pupils can feel confident and safe to express their ideas and thoughts is important.
- incorporate a range of experiences that respect fundamental British Values, such as democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs.
- In Pre-Prep stickers are awarded for good work or progress. These should be recorded on a sticker chart which is displayed in each Form Room. In the Prep- School, stars are awarded for good work or progress. These are marked clearly in exercise books and recorded on a star chart which is displayed in each Form Room. Sticker and star totals for each House count towards the result of the Inter-House Competition at the end of each term.

These should be adhered to in conjunction with the National Teachers' Standards as published within the Forest School Staff Code of Conduct.

3.4. Teacher Planning

3.4.1. In the Preparatory School we believe that well-planned and thought-out lessons enhance the learning experience for all pupils. Teachers meet to discuss their plans on a regular basis. The Heads of Teaching and Learning have oversight of teacher planning. All teachers plan and assess following the guidelines set out in the Preparatory School Staff Handbook.

3.4.2. Monitoring the Quality of Teaching and Learning

- PDR system is in place for individual teachers involving lesson observation by a mentor or members of the Prep School Senior Leadership Team.
- Subject Coordinators monitor the quality of teaching and learning in their subject throughout the year such as book looks, work scrutiny and lesson observations and feedback to teachers and Heads of Teaching and Learning.
- Heads of Teaching and Learning (Pre-Prep and Prep) monitor all planning, assessments and reporting and the quality of teaching and learning.
- Heads of Teaching and Learning (Pre-Prep and Prep) organise and evaluate annual external assessments.
- The Head of the Preparatory school liaises with Heads of Teaching and Learning (Pre-Prep and Prep).