



CURRICULUM POLICY

The Curriculum Policy applies to the whole School including the Early Years Foundation Stage.

Aims

The School aims to:

- Provide a broad and balanced curriculum.
- Cater for the needs of individual pupils from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Promote a healthy lifestyle.
- Ensure that each pupil's education has continuity and progression
- Ensure that there is a match between the pupil and the tasks she is asked to perform
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Promote an atmosphere of mutual respect between staff and pupils which fosters learning.

The School's curriculum more than meets statutory requirements and at Key Stages 1- 4 broadly follows the National Curriculum. At each Key Stage the subject matter of the curriculum is appropriate for the ages and aptitudes of pupils, including those with a statement.

All pupils of compulsory school age are in full-time education; their school hours exceeding those recommended in DCSF circular 7/90. All pupils of compulsory school age are supervised in lessons and during breaks as appropriate to their age and statutory requirements where applicable. Where older pupils have leadership responsibilities helping with younger pupils, (e.g. paired reading scheme) there is always staff supervision.

Equal opportunities

Our Nursery Class is co-educational, otherwise we are an all-girls school. With this proviso, entry to all programmes of study is based on ability and appropriateness, regardless of race, disability, sexual orientation, religion or belief and we strive to ensure that each pupil has equal opportunity to progress. The progress of each is regularly monitored and reported to parents.



The School aims to make the curriculum accessible to all pupils as far as is reasonably practicable. A copy of our Accessibility Plan is available to parents on request.

EARLY YEARS FOUNDATION STAGE (EYFS)

All planning is based around the EYFS and should incorporate structured play activities, focused tasks and teacher/adult interaction as well as the many opportunities for independent child initiated learning. Assessment opportunities should be noted and recorded, where appropriate, and kept in an assessment and observation file.

Discussion between all adults working within the stage is vital, and all adults should be aware of every child's circumstances, needs and achievements.

All adults currently hold the Paediatric First Aid qualification and will be required to update this when necessary.

The six areas of Learning and Development should show continuity and progression from Nursery to Reception. The six areas are explained in detail in the EYFS Curriculum Guidance document which is available on request and on the School website. The areas are:

- **Personal, Social and Emotional Development**

We encourage children to be independent and develop personal skills such as dressing and undressing and using cutlery correctly.

We provide children with the skills to interact with others, sharing and taking turns. The school aims to develop moral education and make children aware of many cultures.

We promote positive behaviour models and aim to work in close partnership with parents and carers should any problems arise.

- **Communication, Language and Literacy**

We aim to develop skills of communication (speaking and listening), sound and letter knowledge and reading/writing, through a wide range of planned and independent activities. When children have gained the knowledge and skills to use sounds and letters, words and books will be sent home to practice. Pre-reading skills and books will be reinforced in both classes. A wide variety of books are read to the children, and are available for them to use themselves. Farlington uses various reading schemes to practise skills. In the Nursery Class, phonics are introduced by "real objects" on a weekly phonic table, while the Reception Class uses the Jolly Phonics scheme. This is continued in the Pre-prep Dept, using "Jolly Grammar". Writing and spelling skills are incorporated into the scheme.

- **Problem Solving, Reasoning and Numeracy**

We aim to offer a wide range of opportunities to help children understand and use number efficiently, and to develop mental number skills. We encourage parents and carers to count everyday objects with their child, play number games and talk about numbers and shapes they see around them in their world.



- **Knowledge and Understanding of the World**

All children are encouraged to think, reason, experiment and investigate. There are many opportunities to explore with a “hands on” approach.

Construction kits and other materials are used to develop ideas and create models. In addition, children are taught skills, and develop methods of joining, cutting, designing, planning and making their ideas. Basic computer skills are taught to allow children to enjoy and complete programs designed to enhance their learning. We encourage exploration of the immediate environment to gain knowledge and understanding of the world around us. The children experience and celebrate activities linked to a variety of faiths and cultures.

- **Physical Development**

We seek to improve all pupils’ skills in co-ordination, control, manipulation and movement throughout all the areas of learning. In addition, an emphasis on healthy lifestyles - personal hygiene, food choices and keeping active, is encouraged by all staff.

- **Creative Development**

We aim to present a curriculum rich in provision for expression, curiosity, questioning and imaginative play. We hope that children will feel secure enough to be adventurous and “have a go”. We aim to provide sufficient time for children to develop and finish working through their ideas across all curriculum areas. We hope to cultivate self expression through art, music, role play and movement.

PREP SCHOOL

At Farlington Prep School we recognise that all our pupils have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

The Organisation of the Curriculum

- The curriculum is taught through discrete subjects and linked “topic” areas where relevant.
- All pupils at Farlington follow the statutory requirements of the Early Years Foundation Key Stage and the National Curriculum for Key Stages 1 and 2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment.
- We use the framework of the National Curriculum, including the Literacy and Numeracy strategies to plan our work. However, we also aim to include extra activities from outside the national Curriculum to enrich our planning and teaching.
- Units of work are planned, usually over half a term’s duration. These are called Medium Term Plans and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be.
- Short term planning is carried out in detail for all subjects and is recorded in each teacher’s planner.
- Pupils are taught in class groups with some children being withdrawn for small group or individual support;
- When teaching whole class lessons the teacher will provide differentiated work for the different ability groups within the class.



- Setting takes place for some English and Mathematics lessons across each year group. This allows the teacher to focus on a particular age range or level of ability
- R.S. is taught throughout the school.
- Citizenship is both planned and spontaneous and is included as part of the PHSE and R.S. curriculum
- Our curriculum is supported by effective assessment and monitoring systems that inform planning and ensure pupils make good progress.
- Challenging, realistic and attainable targets are set in order to help pupils achieve this. Pupils are involved in the evaluation of their work against their targets. This takes place on a termly basis so that they are aware of what is expected of them. Pupils are given help by their teacher when setting their termly target. This ensures that their targets are precise and achievable.
- Parents are fully informed of both achievements and targets for improvement. This takes place during Parents' Evenings, Reports and individual appointments with teaching staff.
- Learning takes place in a stimulating environment supported by a variety of experiences including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:
 - Lunchtime and after school clubs
 - Peripatetic music lessons
 - Visits
 - Residential visits
 - Themed Curriculum days
 - Curriculum Enrichment groups
- Our curriculum is considerably enhanced by the wide range of extra-curricular activities and the broad provision of extension opportunities offered to students, including sports fixtures, visits, field trips and many after school clubs.

Roles and Responsibilities

The Headmistress has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- The Deputy Headmistress oversees the work of the Subject Co-ordinators and ensures that the curriculum has progression and appropriate coverage;
- The Subject Co-ordinators liaise with class teachers with regard to the medium term plans. They keep a careful watch over the content and delivery of the units of work. They evaluate and monitor standards in their subject and hold regular agreement trials to level work using National Curriculum criteria;
- Class teachers are responsible for writing the medium term plans and ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- The Deputy Head (Director of Studies) ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Headmistress's report.



Subjects Offered in the Prep School

Pre-Prep: English, Mathematics, Science, ICT, Humanities, Music, Art, RS, Drama, PSHE and PE (including swimming)

Prep 3: English, Mathematics, Science, ICT, Humanities, French, Spanish, Music, Art, RS, Drama, PSHE and PE

Prep 4: English, Mathematics, Science, ICT, Humanities, French, Spanish, Music, Art, RS, Drama, PSHE and PE

Prep 5: English, Mathematics, Science, ICT, Humanities, French, Spanish, Music, Art, RS, Drama, PSHE, Home Economics, Design & Technology and PE

Prep 6: English, Mathematics, Science, ICT, Humanities, French, Spanish, Latin, Music, Art, RS, Drama, PSHE, Home Economics, Design & Technology and PE.

See Appendix 1 for Homework provision.

SENIOR SCHOOL

The Senior School curriculum aims for balance and breadth and actively promotes the spiritual, moral, cultural, mental and physical development of each pupil and prepares her for the opportunities, challenges and responsibilities of adult life.

All girls are screened at the beginning of the school year as we aim to highlight those who need extra support or challenge. Support is provided for those with learning difficulties and/or disabilities and those with significant learning difficulties or disabilities have individual IEPs. All teachers are aware of their needs and strategies to help. For those for whom English is not their first language, support is provided by our ESOL department. Some of these girls may follow a slightly reduced curriculum but most will follow the standard curriculum.

Where a girl has a statement of special educational needs, this is reviewed annually. The School assists with this process and provides for the required curriculum and support as set out in the statement.

Able, gifted and talented pupils are identified, partly by screening and partly by individual subject performance.

A Lifeskills programme addresses personal, moral, spiritual, health and citizenship education. This is delivered by tutors, outside speakers and members of staff who have the appropriate training and experience.

Religious education is provided for girls up to the end of Year10. Girls are prepared for the short course GCSE in RS, Philosophy and Ethics.

All members of the L6 are involved in the Young Enterprise Scheme which helps to develop their enterprise, leadership and teamwork skills.

Appropriate careers guidance is included in the Lifeskills programme. Pupils are helped to know how their strengths and weaknesses relate to the world of work and learn about different careers and opportunities. In addition, the school has links with ISCO who provide additional support for girls in



Year 11. Work experience at the end of Year 11 is monitored. There is comprehensive support for girls in the lead up to option choices, to assist in the transition between key stages. Sixth Form girls have support in making their UCAS or other applications and are provided with the opportunity for interview practice.

Subjects Offered in the Senior School

KS3 English, Maths, Science (Year 7) Physics, Chemistry, Biology, French, German (Years 8 & 9), Spanish, History, Geography, Latin, Art, Music, Drama, Textiles, Home Economics, PE, Lifekills, RS, ICT, Critical Thinking (year 7)

KS4 Core subjects: English, Maths, Physics, Chemistry, Biology, PE, RS (year 10)
Options: Spanish, French, German, History, Geography, Sociology, Latin, Drama, Art, Music, PE

Post 16 AS/A levels: Accounting, Biology, Business Studies, Chemistry, Classics, Drama, English, French, Geography, History, History of Art, Mathematics, Music, Physics, PE, Psychology, Sociology, Spanish, Textiles

Additional subjects: Physical Education, Community Service, Young Enterprise and AQA Baccalaureate and the Extended Project Qualification.

The GCSE and AS and A Level Option Systems

All students follow the same curriculum in Years 7 and 8. In Year 9 they have a choice between Latin, Textiles and Cooking. This decision is made after discussion with the students and the subject teachers. In the spring term, the Year 9 students are given help in choosing their GCSE options through the Lifekills programme. There is a dedicated evening, when the options can be discussed with subject teachers, students and parents. The columns are set by the Curriculum Committee and girls choose 4 subjects; they are encouraged to choose a modern foreign language, a humanity subject and a creative subject. This year, we offered study skills as an option. The School offers Triple and Dual Award science. This year, an extra examination was set for those girls who expressed an interest in taking Triple Award Science.

We offer 19 AS and A level subjects in the Sixth Form. The girls are given a free choice of subjects and the columns are arranged so that as many of those choices can be accommodated. Year 11 girls have a programme of events which help them make their decisions which include taster lessons and interviews, with their parents, to discuss their future career options.

Homework

The School expects homework to be set as appropriate. As guidance the School expects pupils to spend the following times on homework:

Senior School

Year 7 1 hour per evening

Year 8 1 hour 30 minutes per evening

Year 9 1 ½ to 2 hours per evening

Year 10 2 hours per evening

Year 11 2 hours per evening

Sixth Form Students should expect to spend 3 hours per week per subject on independent work.

See Appendix 2 for the current Homework Timetable.



Appendix 1

Pre-Prep Department

Reception: Children choose a book daily:

- either a reading book which they are expected to read with the support of a parent or friend. A record of the child's reading is kept in a reading journal.
- or a book to share at bedtime – completely free choice.

Summer Term – weekly spellings.

Prep. 1:

- The children choose a book to take home every day which they will be expected to share with an adult. (It is helpful if the adult records this in the child's reading record book).
- There will be a weekly spelling list to learn with a test every Monday morning. (This will be differentiated).
- Children are encouraged to develop their interest and understanding of the class topic by finding out information at home and by bringing in relevant books or artefacts to School. (Weekly).
- Occasionally, the girls will be given a small homework task to complete during a weekend.

Prep. 2:

- The girls will take a book home every evening to share with an adult. Many of the books will be considerably longer than the girls have been used to, therefore it is not expected that they read the entire book in one evening. The children should read as much or as the parent feels appropriate, at the time. (Recorded)
- The girls will have weekly spellings to learn. They will be given a new list every Monday and tested on the following Monday. There are differentiated spelling groups.
- The children may be given specific things to do at home relating to their topic, e.g. gathering information. (Weekly).
- If girls have not completed their class-work in the allocated time, they may be asked to take it home to complete it.
- From the Spring Term, weekly tables to learn.

Years 3,4,5 and 6

In Years 3,4,5 and 6 we can define a range of purposes for homework to include:

- Providing opportunities for independent work.



- Helping pupils recognise the links between good study habits and higher standards of achievement.
- Checking that all pupils have understood their class-work.
- Consolidating or extending work previously covered in the classroom.
- Reinforcing subject knowledge for the less able.
- Providing challenging activities for the more able.

All girls have a homework diary signed by a parent and the Form Teacher every week.

Homework for girls in Prep. 3-6 will consist of reading, spelling lists for weekly tests (differentiated), tables or number bonds for weekly tests and subjects as specified on the timetable.

Subjects As Specified On The Timetable	
Prep. 3	15 minutes
Prep. 4	20 minutes
Prep. 5	30 minutes
Prep. 6	40 minutes

APPENDIX 2

HOMEWORK TIMETABLE 2009/10

	7B	7F	8K	8M	9F	9G	9K	Year 10	Year 11
Mon	C Think (20) Maths (20) Sci (20)	C Think (20) Maths (20) Sci (20)	Phy (20) Spanish (20) Maths (25)	Latin (30) Spanish (20) Maths (25)	Fr/Sp/Ger(20) RE (30) Maths (30) Hist (30)	Fr/Sp/Ger(20) Maths (30) Bio (30) Hist (30)	Fr/Sp/Ger(20) Eng (30) Maths (30)	Sci P3/4 (30) Opt C (30) Opt B (30) Eng JL/DT P9 (30) IT P9 (30)	Opt C (45) Opt B (30) Opt A (30)
Tue	Eng (30) Latin (30)	Geog (30) Span (20)	Geog (30) Latin (30) Maths (25)	Geog (30) Hist (30) Maths (25)	Chem (30) Lat/Tech (30) Fr/Sp/Ger (20)	Lat/Tech (30) Fr/Sp/Ger (20) Physics (30)	Art (30) Lat/Tech (30) Fr/Sp/Ger (20)	Maths (35) Eng JPW (30) Eng JL (30)+ RS (30) Eng DT (30) + IT (30)	Opt C (30) Eng (1 hr) Maths (40)
Wed	Maths (20) Sci (20) Spanish (20)	Maths (20) Sci (20) Span (20)	Spanish (20) Hist (30) Eng (30)	Spanish (20) Physics (20) Eng (30)	Eng (30) Art (30) Geog (30) Sp/Fr (20)	Sp/Fr (20) Art (30) Chem (30) Eng (30)	Chem (30) Hist (30) Fr/Sp (20) Geog (30)	Opt B (30) Opt A (30) Opt D (30) P7 IT (30)	Sci P3&4 (40) Eng (30) Maths (40)
Thur	Hist (30) Span (20)	Eng (30) Latin (30)	French (20) Eng (30)	French(20) Bio (20) Eng (30)	Maths (30) Bio (30) Fr/Sp (20)	Maths (30) Fr/Sp (20) Geog (30)	Maths (30) Bio (30) Sp/Fr (20) Eng (30)	Opt C (30) Opt D (30) Eng (1 hr)	Sci P1&2 (40) Eng (30) Sci P5&6 (40) Opt D (30)
Fri	Eng (30) Geog (30)	Eng (30) Hist (30)	Bio (20) Chem (20) French (20)	Chem (20) French (20)	IT (30) Physics (30) Eng (30)	IT (30) RE (30) Eng (30)	RS (30) Physics (30) IT (30)	Sci P1/2(30) Sci P4 (30) Opt A (30) Maths (35) Eng/IT/RS P7 (30)	Opt D (45) Opt A (45) Opt B (45)

N.B. Music homework will be set occasionally for years 7 – 9.

11/01/2010

APPENDIX 2

11/01/2010