



FARLINGTON

CURRICULUM POLICY

This policy applies to all pupils in the school, including in the EYFS

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The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of national issues, our subject leaders are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4 and 18. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extracurricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to fully develop their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHE/Life Skills and e-safety programmes.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning.
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways.
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is flexible enough to respond to change and incorporates innovation as appropriate.
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy.
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of Fundamental British Values and uphold these throughout the curriculum. This can be found in individual subject handbooks, PSHE/Life Skills programmes of study.

Curriculum

Pre Prep children take part in a weekly Forest School session as part of their curriculum. All Year 7 children have one Critical Thinking lesson per week.

Reception Class

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development.
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Within these the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, French and physical education.

Key Stages 1, 2 and 3

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning,

both independently and collaboratively. Pupils learn the following subjects:

Academic - English, Mathematics, Science

Linguistic – French, Latin (Prep 6 upwards), Spanish (Prep 3 upwards), German (Year 9).

Human & Social - History, Geography, RE/RPE

Aesthetic and Creative Education - Fine Art, Music, Dance, Drama & Theatre, Textile Design (Years 8 & 9)

Physical – Individual and team sports, gymnastics, clubs

Life Skills – Personal, Social, Health and Citizenship Education/ Life Skills

Technological - Computing

Key Stages 4 and 5/Sixth Form

Students have a balanced and varied curriculum in KS4, which prepares them for success at either GCSE or iGCSE.

Essential Subjects: English Language, English Literature, Mathematics, Science (dual award), RPE (Religion, Philosophy & Ethics short course)

Students then select four subjects which must include at least one subject from each Faculty:

Languages - French, German, Latin, Spanish,

Social Sciences - Geography, History, Sociology, Psychology

Creative & Expressive Arts - Drama & Theatre, Fine Art, Music, Physical Education, Textile Design

Science - Triple Award can also be chosen as one of the four.

Additional subjects - Italian (outside normal school hours), RPE (full course)

In addition, all students have lessons in Sport and Life Skills and may opt to take part in the Duke of Edinburgh's Award and a range of other extra-curricular activities.

At KS5/Sixth Form, students normally select 3 A levels from the range of subjects offered by each Faculty. A separate AS level or an EPQ (Extended Project Qualification) may also be studied.

Creative & Expressive Arts - Drama & Theatre, Fine Art, Media, Music, Physical Education, Textile Design

Languages - Classical Civilisation, English Literature, French, German, Latin, Spanish

Mathematics & Natural Sciences - Biology, Chemistry, Mathematics, Physics

Social Sciences - Art History, Business, Geography, History, Psychology, RPE, Sociology

There is also sport and Life Skills for all, and students may choose to pursue DofE, take part in Young Enterprise and Voluntary Service.

Equal Opportunities

The curriculum is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we operate a Learning Support Policy and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our Pastoral lead and Lifeskills lead oversees this.

Additionally, our Lifeskills curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020. The principles underpinning our Lifeskills curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to

the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty. Further details can be found in the Lifeskills (PSHCE) and Sex Education Policy. RSE, are a mandatory part of the school curriculum from September 2020 and the school has revised its curriculum in these areas in readiness, ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE). ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education guidance 2019](#))

Pupil Progress and Assessment:

Pupil progress meetings, held termly, help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS, the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile are provided to parents and West Sussex Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have the opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English throughout the school. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Universities and Careers:

All of the students are encouraged to thoroughly research the different options available to them, throughout their time in the school, and staff are reminded of the need to be impartial when discussing these different options. School staff are there in the role of facilitators.

In the Prep School speakers are invited in to talk with pupils about their job. For example, a parent who is a dentist comes to speak to Prep 4 about her job.

Most of the students aim to go to university and there is a programme in place, in the Sixth Form, to help the students research the possible options. A visit to the UCAS Fair at either Sussex or Surrey University takes place for Lower Sixth students. They are also encouraged to participate in the London Universities' Taster courses, and Open Days.

The Head of Sixth Form gives a presentation to Lower Sixth Parents on the procedure for applying to university through UCAS. This is then followed up by the Sixth Form tutors who guide the students through their applications and prepare the School's reference.

The students are also encouraged to look at alternatives to university.

There is a clear careers programme in place, which aims to provide informed and impartial advice to all students. This is mainly delivered through the Life Skills (PSHE) programme and includes:

- looking at the different resources available to research their options,
- visiting speakers,
- trips to local universities and careers fairs and help when making decisions.

There are dedicated parent and student evenings in Years 9, 10 and 11 aimed at helping the students to make informed choices at the end of Key Stages 3 and 4.

The students in Year 10 are offered the Morrisby Online questionnaire. This gives the students guidance as to the kinds of careers and courses that best match their skills and interests, with follow-up interviews with the Head of Sixth Form and/or Careers Coordinator providing tailored and individual advice.

Further Information:

Further detailed information on the subjects taught in each year group can be found in the Curriculum Documents, which are available on the school website, or a copy may be requested from the school office.