

Fairstead House

Curriculum Policy

The curriculum at Fairstead House is designed to ensure that all pupils, from the youngest children entering the Nursery to pupils in Year 6 become well rounded individuals with enquiring minds and a lifelong love of learning. In accordance with the Education Act of 1996 (Section 8), children will have experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Our curriculum gives pupils speaking, listening, literacy and numeracy skills.

Our curriculum gives pupils the opportunity and support to develop their full potential and make the very most of their talents and abilities in all areas of school life.

This broad and balanced curriculum provides a breadth of experiences delivered, where possible through cross curricular links giving meaning to their learning.

Pupils with a particular aptitude or talent in a curriculum area and pupils with Special Educational Needs or disabilities are identified and this policy should be read in conjunction with Fairstead House's SEND policy.

This policy is a whole school document, including the Early Years Foundation Stage (EYFS) and is supported by the School's procedures, schemes of work and plans.

Aims and Objectives

At Fairstead House, the curriculum:

- develops according to the age of the pupil, allowing smooth progression and continuity from the youngest to the oldest pupils and ensures that all pupils will acquire speaking, listening, literacy and numeracy skills;
- promotes a lifelong love of learning;
- ensures that children learn to tackle and solve problems and to work independently and as part of a team;
- encourages children to develop tolerance, respect and appreciation of the feelings and capability of others;
- ensures that children develop an enquiring mind;
- fosters a knowledge of the local area; its history, geography and heritage;
- gives the children knowledge of the major world religions;
- caters for the needs of individual children ensuring that pupils of all ages (including those who may have an Educational Healthcare (EHC) plan or a learning need) have the opportunity to learn and make progress;
- ensures continuity and progress;

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- develops a pupil's personal, social, health and economic education which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act, 2010;
- enables children to think creatively and critically and to solve problems;
- to promote pupils' spiritual, moral, social and cultural development;
- develops the pupils' physical skills and encourages them to recognise the importance of pursuing a healthy lifestyle;
- recognises the crucial role which parents play and encourage a sense of partnership at all stages of a pupil's education;
- comprehensively covers the EYFS areas of learning, ie,;
 - Personal, Social and Emotional Development
 - Communication and Literacy
 - Physical Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- Ensuring that the four guiding principles of the EYFS Framework shape practice in the early years setting;
- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is strong relationship between practitioners and parents and / or carers; and
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early year's provision including those with special needs and disabilities.

Delivery of the Curriculum

A combination and careful balance of Form teachers and specialist teachers ensures that children receive the appropriate level of pastoral care. Children in Nursery – Year 4 are taught, in the main, by their Nursery Practitioner or Form teacher except where specialist teachers are used to teach Languages, Games, Music, ICT, RE, ART and swimming. In Years 5 and 6, more subject specialist teaching takes place; however, the pastoral care of each child remains a priority for the Form teachers.

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Expectations of Staff

Teachers ensure that all children, regardless of ability, race, cultural background or gender have an entitlement to the best education we can offer. All children must, therefore, be motivated and engaged in their learning and, to this end, teachers must find and deliver the appropriate teaching style for each child.

Teachers must ensure that programmes of study build upon pupil's previous experience and ensure progression and continuity.

Teachers must ensure that children are inspired to become independent learners.

Teachers must provide an inviting and visually stimulating environment.

Teacher's planning and evaluation will ensure that differentiation occurs throughout the curriculum.

Teachers will work closely with Learning Support Assistants (LSA) to ensure that differentiated work is fully supported in the classroom. LSAs will work with both individual children and small groups of children as directed by the teacher and/ or the SENCo.

Staff will keep parents regularly and fully informed about the progress and achievement of their children.

The Director of Learning is responsible for ensuring that the overall curriculum is of a high standard and will keep abreast of all developments in education.

Curriculum Structure

The School has a 55 period week, each period lasting 30 minutes. In Nursery – Year 2, this timetable is far more flexible; however, has the need to accommodate specialist teaching throughout the school.

The aim of the curriculum ensures that subjects are connected where possible making the children's learning a meaningful experience. This is particularly so in KS1 where teachers have more flexibility within the day.

KS1 and KS2

Children follow a curriculum including Literacy and Numeracy, Science, Art and Design, History, Geography, Music, Games (including swimming in Years 1 and 2), Religious Education, ICT, PHSE. A language carousel allows for the youngest children to have a year each of Mandarin, French and Spanish whilst children from Year 2 onwards experience the culture and language of two countries per year.

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Children in all of the age range need to experience working individually and to see the importance of working collaboratively. Children are encouraged to take responsibility for their own learning and to be involved in reviewing their learning and setting their individual targets.

Displays

Fairstead House recognises the importance of using class displays to celebrate and support children's learning. Work from each child must be displayed and also from a wide range of the curriculum.

SEND

Children with identified learning needs, including a 'catch up' may require specialist intervention as outlined in the SEND policy.

Gifted and Talented and Enrichment

A register of Gifted and Talented pupils is held and teachers are made aware of children's abilities. Classical Greek, Philosophical debates and Mathematical problem solving activities are among the provisions for gifted children.

Achievements

Children's self-esteem is actively promoted and achievements celebrated through a variety of ways including;

- Verbal and written praise
- The giving of House points
- Stickers from teachers and the Head
- Head's Merit certificates which are given out in Friday's Celebration assemblies
- A 'Gold Award' board displays particularly good pieces of work from each class. This is on display for all to see.
- Cups and trophies presented at the End of Year Service.

Trips and Visits

Trips and visits are used to enhance the delivery of the curriculum. Visits include local museums, churches and further afield to the resources easily accessible in London. In

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In addition, educational trips are arranged to the two racecourses in Newmarket and the new National Horseracing Museum.

Fundamental British Values

In accordance with government policy, Fairstead House takes seriously its responsibility to ensure that fundamental British values including democracy, the rule of law and tolerance are promoted through the curriculum and extra-curricular programme. This is achieved in a variety of ways including:

- Assemblies
- Visits from local services including the Fire Brigade and Police
- Visits to the Houses of Parliament and a study of Democracy in Years 5 and 6
- PHSE programme
- The use of a pupil voice in Student Council

Pupils are prepared for the opportunities, responsibilities and experiences of life in British society.

Academic performance

Children's results from the preceding school year are available on request from the School Office.

This policy should be read in conjunction with the following policies (all whole school and including EYFS)

- SEND policy
- Display policy
- Marking policy
- Homework policy
- Rewards and Sanctions policy