

**Farrowdale House  
INDEPENDENT PREPARATORY SCHOOL**

**Proprietors:**  
Ms S. Hall & Miss Z. Campbell  
**Head Teacher:**  
Miss Z Campbell BA Hons PGCE



**Farrow Street  
Shaw  
Oldham  
OL2 7AD  
01706 844533  
farrowdale@aol.com  
www.farrowdale.co.uk**

**CURRICULUM POLICY**

**This policy applies to the whole school including the EYFS**

**OVERVIEW**

In this school every child matters and the curriculum will be the means of providing all with good opportunities for enjoyment and achievement; economic well being; improving their health; staying safe; and it will help pupils to make a positive contribution to the school and the community. The curriculum will ensure that all children enjoy their education and wherever possible it will cause learning to be fun.

**OBJECTIVES**

1. To provide all pupils, including those in Early Years, with equal access to a rich, broad, balanced, and differentiated curriculum matched well to their ages, abilities, interests, aptitudes, and special needs.
2. To increase pupils' knowledge, skills and understanding as they grow and develop and increase their connections with the world around them.
3. The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress with the development of their learning.
4. To engage the children's interest and to encourage and motivate them to want to learn.
5. To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
6. To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live

**STRATEGIES**

1. The National Curriculum will be broadly followed to teach all pupils. Programmes of study for the subjects of the National Curriculum will be used selectively as the basis for the long-term and medium-term planning.
2. Pupils' spiritual, moral, social, and cultural education will be developed within and across the subjects of the curriculum.
3. Short-term planning will be brief. It will set out clear learning objectives, success criteria a strategy for differentiating the work and it will show how resources are to be deployed efficiently and effectively to personalise learning for each of the children.
4. Members of SLT will be given responsibility for leading, managing, monitoring, evaluating, and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.

5. Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHE, RSE, Citizenship will be planned for within the curriculum.
6. Under the 2010 Equality Act all protected characteristics will be recognised and acceptance taught as an embedded aspect in all we do including: disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation including homosexual, bi-sexual and transgender.
7. Opportunities will be taken to enliven the curriculum through the use of educational visits out of school, parents, visitors, artists, crafts people, actors, musicians and through the use of the school grounds, the locality, and the wider environment.
8. An extensive range of high-quality resources including ICT will be used to underpin the curriculum.
9. Homework will be set where appropriate to link the curriculum with learning at home.

## OUTCOMES

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to the ethos. The exciting curriculum that we provide will help children to understand who they are and where they live. It will help them learn about their community, the nation, and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time, and place. British values, which are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are actively promoted and all aspects of school life. They will learn about issues facing the world and the importance of caring for their environment.

**Linguistic.** This area is largely addressed by the core English curriculum which provides for teaching and developing pupils' communication skills through reading, writing and speaking and listening. The school also holds various school productions which enable pupils to develop their spoken skills. Periodic book weeks, theatre visits, poetry competitions, and handwriting activities are held to provide additional stimulus. Writing skills are also rehearsed across the curriculum. Linguistic skills are further taught and encouraged through the teaching of foreign languages: Spanish from Early Years upwards. EAL students are supported in class though they are also expected to integrate into the school by speaking English within school time. The presence of non-English speakers encourages all pupils to see the value of learning a foreign language and the value of their different culture.

**Mathematical:** This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. We enter competitions such as the Delancey UK schools' chess challenge. Mathematical skills are also addressed where appropriate in other areas such as science, DT, ICT and Geography.

**Scientific:** This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.

**Technological.** This area is largely addressed by the core curriculum in ICT, Computing and DT. It is also supported by the science curriculum and special focus weeks such as 'Enterprise week'. In ICT pupils are taught to use a range of applications including word-processing, DTP and multimedia, modelling, control, Internet and email skills, spreadsheets and databases. Computing equips children to use computational thinking and creativity to understand and change the world. Technological skills can include the use of ICT; developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. ICT is recognised as being an important tool across the curriculum and is integrated where appropriate in the teaching of other

subjects. Pupils are given the opportunity to use tools and materials of different types, to plan and evaluate their own and others' work and to consider processes and products. Food technology forms an important part of this process.

**Aesthetic and creative.** This area is concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses. However, all subjects have a creative aspect and pupils are encouraged to explore and develop their creativity and their individual talents throughout the curriculum and in accordance with their skills and abilities. Teachers seek to be aware of the talents of individual pupils and to foster them wherever possible both in formal lessons and in the wider school environment such as during extra-curricular activities and whole school contexts which may include, school productions, concerts, school music groups, craft club, etc. All KS1 & 2 children have the option of joining the school choir.

**Human and Social.** This area is largely addressed by the core curricula in history, geography and RE. PHSEE also plays a vital role reflecting the school's aims and ethos. Pupils are encouraged to recognise links within the curriculum so that they can begin to appreciate how human action now and in the past has influenced the planet, its development and events and conditions. Pupils are taken on a variety of trips and meet a number of visiting speakers to develop their awareness of history, the physical environment and religious practices. In more general terms pupils are taught about issues such as the environment, racism, world poverty, setting and achieving personal goals and living as a community. This is done in a variety of ways including through assemblies and by the influence of the school's culture.

**Physical.** This area is largely addressed by the core curricula in PE and Games supported by extra-curricular activities, for example in Karate, football, netball and dance. PE and Games lessons aim to develop pupils' physical control and coordination, their team skills, tactical ability and imaginative responses, and how to evaluate and improve their performances in a wide variety of team and individual sports. Pupils are also taught about the basic principles of fitness and health and are encouraged to adopt a healthy attitude through teaching in food technology and science about diet.

### **Religious Education and Collective Worship**

Although Christian based, our curriculum also ensures that our pupils gain respect, awareness and understanding of other faiths. There are arrangements for daily worship, including whole-school assemblies. All parents/carers have a right to withdraw their child from the school's daily act of worship, and/or religious education. If you want to withdraw your child from these parts of school life, please arrange a meeting with the head teacher.

### **Personal, Social, Health and Economic Education (PSHEE)**

This arises during lesson time and 'Circle Time' (class discussion) when children along with their class teacher discuss issues that may affect them in a variety of ways. It involves how children interact with one another, their family, friends and others, paying particular regard to the protected characteristics set out in the 2010 Act.

PSHEE is taught through discrete lessons from Early Years to Year 6). The SLT oversee the maintenance and development of the subject scheme of work and policy. PSHEE is enhanced by activities, assemblies and themed weeks organised outside of the discrete delivery of PSHEE and circle time.

In addition to the discrete PSHEE and Circle Time lessons, many of the activities that the children experience on a daily or regular basis contribute to their overall development in this area.

Depending on the age of the child issues could involve bullying, bereavement, separation, secondary school transfer and aspects of their everyday lives. Such sessions are conducted in a sensitive and positive way although children are encouraged to participate. In doing so they are able to express their feelings, concerns and aspirations with their peers. The DfE have reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” These values are explicitly taught through Personal, Social, Health and Economic Education lessons (PSHEE), and Religious Education (RE). (See Schemes of work). British Values are embedded throughout the whole curriculum and school ethos, as well as special days and weeks such as ‘Values Week’.

PHSEE is taught according to the school’s aims and ethos, during one session per week and assemblies also form an important medium for discussing PHSEE related issues.

Teachers act as positive role models for their students.

### **RSE**

RSE is the overall teaching about the emotional, social and cultural development of pupils, and involves learning about relationships with other children and adults, sexual health, sexuality, healthy lifestyles, diversity and personal identity that are taught between the ages of 3 and 18.

At Farrowdale House, the focus of our RSE delivery is about teaching our pupils the key building blocks of healthy, respectful relationships focusing on family and friendships in all contexts, including on-line which sits alongside the essential understanding of how to be healthy.

Please see our RSE policy

### **Preparation for life in British society**

Here at FHS we aim to “...developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.” (*Careers guidance and inspiration in schools, March 2015*) This is done through:

- PSHEE educates all pupils about personal safety, health & hygiene, sex, relationships, drugs, alcohol, careers, politics, money management, equal opportunities, discrimination and the law.
- All pupils are taught about hygiene, diet and nutrition.
- A rich cultural programme including music, drama, dance and art within the taught curriculum and extensive extra -curricular cultural activities including theatre and museum visits, a talent show and annual school productions.
- All students have at least 2 hours of physical education and a full programme of extra-curricular sports are offered plus an annual school sports day is held. We develop the concepts of being competitive, as well as fair play and sportsmanship.
- Promotion of reading for pleasure through events such as World Book Day and World Poetry Day.

## **Spiritual, Moral, Social and Cultural Education**

The school provides opportunities for the development of SMSC in many ways, principally through the direct teaching of Religious Education, Circle Time and PSHEE lessons. However, SMSC permeates the school and is not defined solely by direct delivery. Many opportunities arise across the curriculum depending on the topic and the approach taken. Just as a debate on ethical differences of opinion may be found in an RE lesson so too a History class may discuss the morality of Henry VIII's divorces in context.

The pupils benefit from a Spiritual, Moral, Social and Cultural education through the varied experiences in the school day such as: Assemblies which usually have a moral theme and a prayer, or visitors who typically address the pupils in Assembly on supporting various local and national charities. The School Council addresses concerns raised by the children.

## **Values**

The school curriculum is underpinned by the values which are held in school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness; we listen to the views of individual children and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding amongst all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children through a creative curriculum that engages and is fun.
- We value our environment and we want to teach our pupils through our curriculum how we should take care of the world, not only for ourselves, but also for future generations.
- The school promotes **fundamental British values** by ensuring the pupils:
  - Develop an understanding of how citizens can influence decision-making through the democratic process;
  - Have an appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
  - Have an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
  - Have an understanding that the freedom to hold other faiths and beliefs is protected in law;
  - Have an acceptance that people having different faiths or beliefs from oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour;
  - Have an understanding of the importance of identifying and combatting discrimination.

## **Organisation and Planning**

### **Early Years Foundation Stage Curriculum**

Learning in the Early Years Foundation Stage reflects the Statutory Framework and Development Matters requirements. The curriculum is based around four principles:

- a) Every child is a **unique individual** who is constantly learning and can be resilient, capable, confident and self-assured.
- b) Children learn to be strong and independent through **positive relationships**.

- c) 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 carers.
- d) Children **develop and learn in different ways and at different rates**. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Learning is categorised into seven areas: three prime and four specific.

Prime areas are fundamental; work together and move through to support development in all other areas. The prime areas are:

- Personal, Social and Emotional development
- Physical Development
- Communication and Language

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning the EYFS curriculum are the characteristics of effective learning. Children are given opportunities to play and explore, engage in active learning, and create and think critically.

Highlighted in the 2020-2021 changes, it is very important that practitioners pay much attention to the development of pupil's vocabulary. This transcends in all seven areas and is something that must be consistently considered.

From Years 1 to 6 the curriculum is devised by the school with regard to the National Curriculum but provides opportunities for broader and deeper enrichment, understanding and development. From schemes of work, long term overviews are written, and these are then broken down into medium term plans and where appropriate, short term plans. Planning documentation is overseen by SLT and is reviewed and amended regularly.

We plan our curriculum in three phases.

1. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
2. With our medium-term plans, we give clear guidance on the objectives and teaching strategies which we use when teaching each topic. As we have adopted the Primary Curriculum for our school, we take our medium-term planning directly from the suggested learning objectives/ guidance documents. Other subjects are based on skills development and we make use of national schemes of work for much of our medium-term planning in the foundation subjects.
3. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

## **Assessment**

### **Assessment in the Early Years' Foundation Stage**

On entry to the school reception children will be informally assessed. Results are used to inform planning,

set targets and aid early identification of special needs. As in both Key Stages, children will be assessed each half term to ensure that the next steps in learning are appropriately planned in order

to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile, which is based on the teacher's on going observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded using Tapestry.

### **Summative assessment in Key Stage 1**

Throughout Key Stage 1, children will complete a range of summative assessments in Reading, Writing and

Maths. These include:

- Maths assessments to be taken weekly to reflect that week's maths focus to be taken on Friday
- Scholastic maths assessments to take place mid-year and end-of-year
- PIRA reading assessments to take place termly
- Writing assessments to be completed termly (although additional writing assessments may take place if appropriate)
- Statutory spellings to be tested on a termly basis

### **Summative assessment in Key Stage 2**

Throughout Key Stage 2, children will complete a range of summative assessments in Reading, Writing and

Maths. These include:

- Maths assessments to be taken weekly to reflect that week's maths focus to be taken on Friday
- Scholastic maths assessments to take place mid-year and end-of-year
- PIRA reading assessments to take place termly
- Scholastic reading assessments to take place termly
- Scholastic grammar and spelling assessments to take place termly
- Writing assessments to be completed termly (although additional writing assessments may take place if appropriate)
- Statutory spellings to be tested on a termly basis

## **Inclusion**

The curriculum at Farrowdale House School is designed to be accessed by all pupils who attend the school. The majority of our pupils are catered for through differentiated tasks and activities within the normal environment. Where there are needs over and above those required within the normal learning environment, these are carried out in consultation with the school's SENDCO and parents/carers.

If a pupil has learning difficulties, Farrowdale House School does all it can to meet these individual needs through our own SENCO who liaises with those who are responsible for the individual pupils' needs at that stage in their education. Support can be provided in class and away from the classroom, IEPs can be formulated and implemented, and guidance given to class teachers.

## **Equal Opportunities**

We believe all pupils in the school should have equal opportunities and equal access to the curriculum giving them the opportunity to learn and make progress, enabling them to fulfil their potential. All pupils are respected for their individuality and have their talents recognised, valued and nurtured. Curriculum activities and the use of equipment offer pupils opportunities to develop in an environment free from prejudice and discrimination.

We believe that every child should reach their full potential. Learning should be suitably challenging for all so that it constantly moves children forward in their learning journey. Teachers are expected to have high expectations of all children and a belief that all children can make good progress.

## **Able, Gifted and Talented Pupils**

Pupils who show a special ability in an area of the curriculum are nurtured to maximise their talent. They are catered for within the normal classroom environment and through differentiated tasks and activities, with support from our SENDCO as appropriate.

- Where children are gifted or talented, it is every teacher's responsibility to ensure that their needs are met within each lesson. Often a child can be challenged through applying their understanding to different contexts. The curriculum does not put a cap on children's progress; they will be taught at their level of attainment.

## **Pupils with Disabilities**

- Where children have Special Educational Needs, individual support plans are produced which specifically address their needs. These are often based on the advice received from outside agencies who have conducted specific assessments on the child's area of difficulty. Often additional resources are deployed to ensure that children with special needs are supported in reaching their challenging targets; they are expected to progress at the same rate as other children.

All reasonable steps are taken to ensure that children with disabilities are not placed at a disadvantage compared with non-disabled children. Teaching and learning is appropriately modified for children with disabilities, for example they may be given additional time to complete certain activities and formal assessments, or the teaching materials may be adapted. Each case is individual and the SENDCO will assist teaching staff and pupils as required and practicable.

Where a pupil has an Educational Psychologist's report, we work with the pupil, parents/carers and staff to create a programme that is appropriate to the level of learning difficulty, or disability that has been identified. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a difficulty, our school does all it can to meet these individual needs, the teacher will take into account an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

The school provides an Individual Educational Plan (IEP/EHCP) for each of the children who are referred to the SENCO. This sets out the nature of the need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The SENCO ensures that staff are aware and up to date with a child's most recent IEP/EHCP.

## **Extra-Curricular Activities**

The school is proud of its programme of extra-curricular activities which broadly speaking offer a range of opportunities for enjoyment, involvement and improvement in both cultural and physical activities.

Farrowdale House School recognises that all children have their own unique characters and talents. Opportunities for individual development through a range of activities within and outside of school are provided. A wide range of sports opportunities are made available; musical skills are taught; regular 'performances' to parents; and many after school activities will add to the school experience. Educational visits both local and further afield are also a regular part of the school's curriculum.

## **Monitoring and Review**

The head teacher is responsible for the day-to-day organisation of the curriculum. The Head teacher will monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Primary Curriculum.

Signed S Hall & Z Campbell

Reviewed March 2022