

FALKNER HOUSE CURRICULUM POLICY Nursery – Year 6 including EYFS DfE standard 1. (2)

Falkner House is committed to providing a rigorous academic and intellectual education to challenge and engage pupils, offer continuity and progression of learning to foster a life-long love of learning for its own sake. It aims to provide them with a secure foundation on which to build for the future opportunities, responsibilities and experiences of adult life. All pupils Reception – Year 6 receive a full-time (part-time for Nursery) supervised education. This education is intended to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative aspects, to learn and make progress.

School hours p.w.: Nursery 15, Reception and Year 1 30, Year 2-6 32. The school year is c.168 days (34 1/2 weeks).

The core curriculum studied by all Reception – Year 6 covers Mathematics**, English**, Science**, PE*, RE, History, Geography, Music*, Art**, History of Art*, PSHEE (see also the Safeguarding Policy), IT*, design technology (embedded cross curricula) and Spanish* (* specialist taught throughout / ** specialist taught from Year 4)) provides the opportunity for pupils to learn and make progress and acquire skills in speaking and listening, literacy and numeracy with subject matter appropriate for the ages and aptitudes of the pupils.

Reception and Nursery As well as the core curriculum, the programme has appropriate activities in relation to personal, social, emotional and physical development and communication and language skills. Please see EYFS Policy for further details.

Years 3-6 Spanish is studied (from Year 4 at FHB).

Year 3 and 4 Spanish, Greek and Roman Myths and Legends are studied.

Years 5 and 6 Latin is studied.

The five outcomes of “Every Child Matters” 2004: Being healthy, Keeping safe, Making a positive contribution, Enjoy and Achieve and Achieving economic well-being are thus promoted.

Many children at Falkner House are very able in comparison to the national average and some are gifted. Others may need more learning support and could indeed have an Educational Health Care Plan (EHCP). See the Equal Opportunities Policy. The curriculum at Falkner House allows for these differences.

We feel responsible for preparing our pupils with a comprehensive understanding of their world today and its future. We also believe in equipping them with skills, creativity and determination. At Falkner House our pupils have an understanding and an appreciation of interrelated aesthetic, social, economic and environmental issues across the range of curriculum subjects across all age groups.

All aspects of the curriculum are carefully designed to allow good progress both within and through the years. Each area of the curriculum becomes more sophisticated as the years progress – everything is designed to facilitate pupils’ acquisition of knowledge, skills and qualities to help them to develop intellectually, emotionally, socially, physically and morally so that they become independent, responsible, useful, thinking, confident and considerate members of the community. The content of the curriculum begins the process of preparing the pupils for the opportunities, responsibilities and experiences of adult life within British society. Throughout the curriculum we encourage respect for protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy) and, at all times, promote and support fundamental British values. Please see the PSHEE policy.

English as an Additional Language (EAL) (please see Equal Opportunities Policy)

Learning Difficulties and Disabilities (LDD), Special Educational Needs (SEND) and Gifted (please see Equal Opportunities Policy)

Transfers: Nursery to Reception, Year 6 to Secondary School and from Years 2 and 3 (FHB only)

Much advice and support is given to parents in individual and group meetings both in terms of explaining the complex system and of suggesting options available for their child in terms of moving on from Falkner House .

Unlawful discrimination: Staff must always be mindful of the need to ensure a culture of equality whereby no pupil suffers direct or indirect discrimination in terms of teaching, behaviour management, resources etc.

Mrs Anita Griggs Principal reviewed 01st September 2021. Date of next review - no later than 1st September 2022.

Diversity: staff are encouraged to look for opportunities for children to learn about achievements in cultures around the world: Aztecs / Incas India, India, Cambodia, Egypt, dance around the world e.g. tango. The syllabus is enriched with an appropriate balance of works by authors, speakers, artists, scientists from other cultures. FH asks teachers to include life histories and details of interesting black individuals in their teaching with books by black authors added to the library. FH is significantly multi cultural in its parent body (purely British families are in the minority) and this gives an automatic and very welcome injection of balance to school life. We encourage children to give/ write presentations for their class on their family history which produced fascinating accounts of different heritages e.g. Nigeria, Irish and mixed race Kenyan. In house speakers from the parent body cover a wide variety of cultures: an Egyptian female engineer working on Cross Rail, Divali, St Patrick's Day, American Independence on 4th July.

PE

The Games programme involves the use of facilities at Battersea Park, Holland Park, Latchmere Leisure Centre, Chelsea and Fulham Pools, Hyde Park, Kensington Gardens, Cobnor Sailing Centre. Reception (girls only) and Nursery use the playground for PE.

Academic Ethos

In Years 2 and 3 (boys only) and Year 6 (girls and boys), while considerable emphasis is placed upon examination preparation leading to success, equal attention is given to those who find academic work challenging as to the high-fliers. All pupils are supported to give of their best and to develop their natural talents to the full. Modest results for pupils who may find academic work challenging are as worthy of recognition as are outstanding results for another who may be naturally very able.

Lessons must:

Be exciting, with varied teaching methods including thinking skills and visual tools to develop higher order learning

- Be differentiated by pace, outcome, support, dialogue, resource and task – so that lessons are accessible for the less able whilst extending the most able with high expectations for all
- Have a sensible sequence such as
 1. Learning in context
 2. Starter
 3. Main teaching
 4. Plenary
 5. Evaluation of lessons with pupil consultation where appropriate
- Build in brain breaks e.g. light physical activity
- Include pastoral care alongside academic considerations – take account of emotional states
- Include question and answer sessions which promote higher order thinking
- Encourage independent learning without losing contact with teachers
- Have enough time for trial and error and allow failure
- Have a wide range of opportunities with a mix of concrete and abstract tasks
- Be well structured and planned with clear objectives
- Have the correct starting point for each child
- Provide a challenging yet supportive environment
- Provide opportunities to be creative and to use imagination
- Allow children to move on when a concept has been mastered
- Have pace and urgency
- Reinforce knowledge
- Use music / dance/ drama where appropriate
- Include mind mapping and memory techniques where appropriate
- Allow for individuality of response
- Where appropriate, make links with other subjects
- Help children structure and organise their learning and knowledge.
- Encourage thinking outside the box

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- Use formative assessment to allow pupils to express themselves thus assisting them in their learning
- Use summative assessment when required by either school policy or teacher opinion to allow judgement of pupil understanding
- Use assessment to improve planning
- At all times support and promote fundamental British values
- Provide for equal opportunities, cultural diversity and religious education
- Ensure the pupils' spiritual, moral, social and cultural development is given strong emphasis
- Offer, whenever political views are raised, a balanced presentation of opposing views