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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 the child 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.
- Actively promote fundamental British values.

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 DfE guidance. 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 Reception Class is co-educational, otherwise we are an all girl's 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. (Refer to Equal Opportunities Policy)

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.

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EARLY YEARS FOUNDATION STAGE (EYFS)

All planning is based around the EYFS Statutory Framework and incorporates structured play activities, focused tasks and teacher/adult interaction as well as the many opportunities for independent child initiated learning. Assessment opportunities are noted and recorded, where appropriate using the '2simple' application. These are shared with parents on a regular basis.

Close observations **are** made of each child, recording successes and significant steps in the three prime areas of learning: personal, social and emotional development; communication and language; and physical development and the four specific areas of learning: literacy; mathematics; expressive arts and design; and understanding the world.

Discussion between all adults working within the EYFS 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 seven areas of Learning and Development should show continuity and progression. These areas are explained in detail in the EYFS Curriculum Guidance Document which is available on request.

The seven areas are:

- **Personal, Social and Emotional Development**
We encourage independence and develop personal skills: for example, 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 and work in close partnership with parents and carers.
- **Communication and Language**
The skills of communication (speaking and listening) are developed along with sound and letter knowledge, early reading and writing, through a wide range of planned and independent activities.
- **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. Reception children swim each week along with girls in Preps 1 and 2 (see below).
- **Literacy**
When children have gained the knowledge and skills to use sounds and letters, words and books will be sent home for practice. Pre-reading skills and book knowledge are reinforced and a wide variety of texts is read to the children, also available for them to enjoy for themselves, in class and within the Pre-prep library. Farlington uses various reading

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scheme texts. The Reception Class uses the Jolly Phonics Scheme. This is continued throughout Key Stage 1, also incorporating “Jolly Grammar”: writing and spelling skills are fully integrated in this.

- **Mathematics**
We help children understand and use numbers efficiently and develop their mental number skills, with counting practice of everyday objects encouraged at home too. Playing number games and talking about numbers and shapes they see around them helps to consolidate understanding.

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.

- **Expressive arts and design**
The curriculum is rich in provision for expression, curiosity, questioning and imaginative play. Children feel secure enough to be adventurous and “have a go”. We 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, to plan our work. However, we also 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. All Medium Term planning is sent to the Assistant Head (SP) and is stored on the Transition Drive in the Prep School Planning folder.
- 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 various ability groups within the class.

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- Setting takes place for spelling groups in English. Mathematics is set into ability groups in Prep 6. This allows the teacher to focus on a particular age range or level of ability.
- The use of The Learning Platform, Farlington's virtual learning environment, is used by all girls from Prep 3 – 6. It is constantly being developed as an area where children can access resources to enhance their learning.
- R.S. is taught throughout the school.
- Citizenship is both planned and spontaneous and is included as part of the PSHE 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. Teachers and pupils work together to set termly targets. This ensures that their targets are precise and achievable. Targets are displayed in each classroom.
- Where a pupil 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.
- Parents are fully informed of both achievements and targets for improvement. This takes place during Parents' Evenings, end of term 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
- Our curriculum is considerably enhanced by the wide range of extra-curricular activities and the broad provision of extension opportunities offered to pupils, including residential trips, visiting speakers, visits, sports fixtures and many after school clubs.

Roles and Responsibilities

The Assistant Head (SP), has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- The Assistant Head 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 Curriculum Meetings to discuss new developments in teaching.
- Class teachers are responsible for writing the Medium Term Plans. They 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. They submit a copy of their plans to the Assistant Head at the beginning of each term.
- The Assistant Head ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- The Assistant Head is a member of the Governors' Education Committee and reports results such as PIPS to them at their meetings. Governors monitor the success of the curriculum at committee level and during whole Governing Body Meetings through the termly Headmistress's report.

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Subjects Offered in the Prep School

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

Prep 3: English (including Drama), Mathematics, Science, Computing, Humanities, French, Spanish, Music, Art, RS, PSHE and PE

Prep 4: English (including Drama), Mathematics, Science, Computing, History, Geography, French, Spanish, Music, Art, RS, PSHE and PE

Prep 5: English (including Drama), Mathematics, Science, Computing, History, Geography, French, Spanish, Music, Art, RS, PSHE, Home Economics and PE

Prep 6: English, Mathematics, Science, Computing, History, Geography, French, Spanish, Latin, Music, Art, RS, Drama, PSHE, Home Economics and PE.

SENIOR SCHOOL CURRICULUM

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 half-yearly targets which will be reviewed regularly. This is overseen by the Head of Learning Support & Challenge. 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 EAL 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 (Religion & Philosophy) is provided for girls up to the end of Year 10. Girls are prepared for the short course GCSE in RS: Philosophy and Ethics.

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

Appropriate careers guidance is provided by the Careers Co-ordinator and also included in the Life Skills 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. 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.

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The Learning Platform (Farlington's virtual learning environment) is hosted by Google Classroom and allows girls to receive homework notifications, messages, reminders and resources in an ongoing narrative stream from their teacher. eBooks are also accessed from this location. Girls may post comments and questions about the learning. This is detailed in The Learning Platform Policy.

Roles and Responsibilities

The Head of Curriculum & Choices, working with the Head of Assessment & Reporting, is responsible to the Headmistress for the leadership of the Senior School Curriculum. Along with the Headmistress, both are members of the Governors' Education Committee.

They co-chair the Academic Committee which comprises the following:

- Headmistress
- Head of Curriculum & Choices (and Head of Faculty, Languages)
- Head of Assessment & Reporting (and Head of Sciences)
- Head of Sixth Form (and Head of Mathematics)
- Head of Faculty, Social Sciences
- Head of Faculty, Creative & Expressive Arts
- Head of English

The Committee has a scheduled Meeting in the second full week every half term to discuss progress, strategy and other academic issues and calls any further meetings as necessary.

An agenda for these meetings is advertised on the Daily Bulletin in order to give all staff the opportunity to feed into discussion through a committee member. Occasionally, other colleagues may be asked to join the meeting or part of the meeting. Minutes are produced afterwards and published in the Senior Virtual Staffroom and on the SLT noticeboard, as well as uploaded to the Minutes Repository on the Whole School team drive. Matters may be sent to Faculty/Department Meetings for discussion and consultation.

The Head of Curriculum & Choices and Head of Assessment & Reporting join the Headmistress at the beginning of each Academic Year for the annual subject review. This is organised on a Faculty basis.

Schemes of Learning are uploaded in the first term of each academic year to the appropriate folder on the Transition Drive.

Department Handbooks are also produced and updated annually and these are reviewed jointly by the Head of Curriculum & Choices and Head of Assessment & Reporting.

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Curriculum Outlines, to which all Heads of Department/Subject contribute, are produced annually by the Head of Curriculum & Choices and uploaded to the Curriculum Google Site which is linked to the school website for reference by current pupils, parents, as well as prospective pupils and parents.

Subjects offered in the Senior School

- KS3** English, Mathematics, Science (Year 7), Biology, Physics, Chemistry, French, Spanish, History, Geography, German (Year 9), Latin, Fine Art, Music, Drama & Theatre, Textile Design, Cookery & Nutrition, PE, Life Skills, Religion & Philosophy, Computing, Performing Arts (Year 9) Critical Thinking (Year 7)
- KS4** Essential subjects: English Language (and Literature), Mathematics, Physics, Chemistry, Biology, PE, Philosophy & Ethics (Year 10)
Choices: Spanish, French, History, Geography, Sociology, Latin, Drama & Theatre, Fine Art, Music, Physical Education, Textile Design.
In addition, German, Italian and Psychology are offered as part of our extended day learning programme.

Post 16 A levels (some subjects also offered at AS): Art History, Biology, Business, Chemistry, Classical Civilisation, Drama & Theatre, English Literature, Fine Art, French, German, Geography, History, Latin, Mathematics, Music, Physics, Physical Education, Psychology, Sociology, Spanish, Textile Design
Enrichment subjects: Extended Project Qualification, PE, Voluntary Service, Young Enterprise.

The Choices Systems

All students follow the same curriculum in Years 7 and 8. In Year 9, students choose three courses in the Creative and Linguistic Choice blocks from the six available. These are Music & Performance, Drama & Performance, French Language & Culture, German Language & Culture and Spanish Language & Hispanic Culture. All girls, including those receiving three lessons of learning support, should continue with at least one modern language. Those requiring the maximum five periods of learning support should choose Hispanic Culture, which is a discrete lesson taught in English.

In the Spring Term, there is a GCSE Choices evening led by the Head of Curriculum & Choices, and attended by students, parents and Heads of Department/Subject. This begins with a presentation in which each Faculty outlines its range of subjects and the importance of a balanced curriculum is made clear. Students are expected to choose one foreign language, one social science, one creative or expressive subject plus another subject. The School offers Dual Award Science as standard, and those wishing to do extra Science may opt for Triple Award, which then counts as one of their four choices. Afterward the presentation, each Faculty has a stand in The Learning Zone which serves as a focal point for students, parents and staff to mingle to discuss what is involved in each subject. At the end of the evening, they take away a hard copy GCSE Choices booklet to help them with their decisions.

The next morning, parents receive a link to a Choices Google Form. This guides them through the process and is structured to ensure a balanced curriculum is chosen. Students are also asked to provide a reserve subject they would like to study, if their precise combination is not feasible.

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Girls already receiving Learning Support in Key Stage 3 may do one subject less, if this is agreed by both the Head of Learning Support & Challenge and Head of Curriculum & Choices. In this case, one of the choices made will be known as Study Support and the requirement to take a foreign language or a social science may be waived.

In the Sixth Form, girls are given a free choice of A Level subjects and we arrange the timetable blocks subsequently to accommodate them as closely as possible, again through a Google Choices Form. Girls normally take 3 A Levels plus an enrichment qualification such as an AS qualification (where available) or an Extended Project Qualification (EPQ). There is also the opportunity for girls to take GCSEs in English Language, Mathematics, Italian and Psychology, if they do not already hold these qualifications.

In preparation for Sixth Form, Year 10 girls are invited to a Sixth Form Preview Evening and Year 11 girls have a A Level Choices event. In addition, 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	approximately 1 hour per evening (with one evening off)
Year 8	1 hour 20 minutes per evening
Year 9	1½ 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 1 for the current Homework Timetable.

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Appendix 1 HOMEWORK TIMETABLE 2018-2019

	7C	7M	8CL	8CS	9F	9W	Year 10	Year 11
MON	French 20 mins Maths 20 mins Science 25 mins	Maths 20 mins French 20 mins Science 25 mins	History 30 mins Maths 25 mins French 20 mins	History 30 mins Maths 25 mins French 20 mins	Choice B 30 mins RP 30 mins Geog 30 mins	Choice B 30 mins Fine Art 30 mins Geog 30 mins	English 60 mins Choice D 30 mins Maths 35 mins	Choice A 45 mins Maths 40 mins Choice C 30 mins English 30 mins
TUE	English 30 mins Fine Art 20 min Spanish 20 mins	Latin 30 mins Spanish 20 mins History 20 mins	Chemistry 25 min RP 25 mins Spanish 20 mins	Chemistry 25 mins English 30 mins Spanish 20 mins	English 30 mins Physics 30 mins Choice C 30 mins	English 30 mins Physics 30 mins Choice C 30 mins	Choice C 30 mins Maths 35 mins Choice B 30 mins Choice A 30 mins	Choice A 40 mins Choice B 30 mins English 35 mins Science 40 mins
WED	<i>No homework!</i>	<i>No homework!</i>	Spanish 20 mins Physics 25 mins Biology 25 mins	Spanish 20 mins Fine Art 25 mins Biology 25 mins	Choice A 30 mins Maths 30 mins Textiles 30 mins	Choice A 30 mins History 30 mins Maths 30 mins	Science 30 mins Choice A 30 mins English 30 mins	Choice D 45 mins Science 40 mins Maths 40 mins
THU	English 30 mins Science 25 mins Geog 20 mins	Fine Art 20 mins English 30 mins Geog 20 mins	Fine Art 25 mins English 30 mins Maths 25 mins	Physics 25 mins English 30 mins Latin 30 mins	English 30 mins History 30 mins Biology 30 mins	English 30 mins RP 30 mins Biology 30 mins	Science 30 mins Choice C 30 mins Choice B 30 mins	Choice D 40 mins English 60 mins Choice C 45 mins

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FRI	Latin 30 mins	English 30 mins	English 30 mins	Maths 25 mins	Chemistry 30 mins	Chemistry 30 mins	Science 30 mins	Choice B 45 mins Science 40 mins
	History 20 mins	Science 25 mins	Latin 30 mins	RP 25 mins	Maths 30 mins	Maths 30 mins	English 35 mins	
	Maths 20 mins	RP 20 mins	French 20 mins	French 20 mins	Fine Art 30 mins	Textiles 30 mins	Choice D 30 mins	
	RP 20 mins	Maths 20 mins	Geog 25 mins	Geog 25 mins			RP 30 mins	

N.B. Other subjects not on the homework timetable will set homework on an occasional basis for Years 7 to 9.

Year 9		
Choice A	Choice B	Choice C
Latin	Spanish	Drama
Spanish	German	French
	Music	

Year 10			
Choice A	Choice B	Choice C	Choice D
Drama	Spanish	Geography	Triple Science
Fine Art	French	History	Fine Art
Textiles	Latin	Sociology	PE
	Music		

Year 11			
Choice A	Choice B	Choice C	Choice D
History	Sociology	Fine Art	Drama
PE	Spanish	Geography	French
Textiles	Textiles	History	Latin
Triple Science			

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