

# Farsley Farfield Primary School

# Curriculum Policy 2013

## What we are aiming for

Farsley Farfield Primary School will provide a broad and challenging curriculum that inspires children (and staff) and prepares them to be successful learners and active citizens in the 21st century.

We will strive to ensure that all children quickly gain key skills in reading, writing, speaking, listening and numeracy.

The broader curriculum will recognise and celebrate our diverse history and cultural inheritances, whilst connecting learning to the contemporary issues of our times such as sustainability, globalisation, community cohesion and developments in technology.

We will plan explicitly for the development of positive dispositions and attitudes to learning and for successful social interaction through our Farfield Learning Hive. Throughout the school, staff and children will be taught about characteristics of effective learning and having a 'Growth Mindset' approach to life.



## Curriculum Delivery

Our curriculum will be flexible in its delivery, time allocations and teaching styles. Learning through structured play will be at the heart of the curriculum for our under 5s, with effective adult-child interactions promoting sustained shared thinking. Transition into Key Stage 1 will recognise the need to incorporate elements of Foundation Stage practice into the infant curriculum and learning environment.

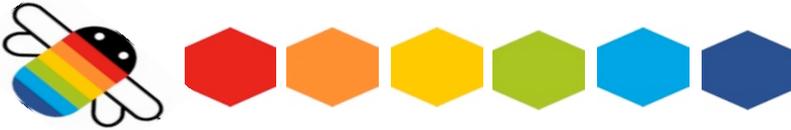
Literacy and numeracy may be taught discretely in subject lessons and also within a topic, whilst other subjects will generally be delivered within extended and immersive curriculum themes. Planning of themes will make explicit reference to national curriculum subjects and programmes of study, whilst also addressing generic learning skills.



**Farsley Farfield Primary School**

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We will be rigorous in our identification of clear learning outcomes, differentiation and progression. Where relevant curricular links cannot be made, teachers may choose to deliver more traditional single subject lessons. In doing so, however, we would usually expect to 'block' the work so as to give opportunity for sustained study and the practical application of skills.



In planning thematic programmes of study, teachers will strive to excite and inspire their pupils. We will provide flexibility to allow child-directed enquiry. We will apply knowledge and skills across subjects and themes. We will maximise the use of educational visits and our own school grounds to bring learning alive, and we will include lots of opportunities for practical work, discussion, performance, drama and creativity. We will embed a modern foreign language, cooking skills, horticulture, community projects and enterprise into our provision. We will aim for at least 2 hours of PE and other planned physical activity each week and we will make extensive use of local sporting facilities and expertise.



We welcome and positively exploit 'expert' contributions to the curriculum from within our own staff, wider community and commercial partners. The use of technology by teachers and other staff will bring the most outstanding multimedia resources into lessons, whilst pupils' use of technology will be increasingly pervasive with the e- confident learners accessing and creating their own personalised digital content using mobile PCs and tablet devices. Our curriculum will reflect, and give emphasis to, the ever- changing strengths, interests and context of the school and its communities.

We view parents as key partners in their child's education and share information about curriculum coverage and pupil progress wherever practicable. We make effective use of newsletters and electronic communication to promote home school links and 24/7 home e-learning. We explicitly teach pupils to understand the nature and purpose of their learning and their own responsibilities, and actively involve them, as appropriate, in the setting of targets and 'next steps'. Pupils' wide range of achievements will be celebrated, displayed, published and recorded to recognise success and to promote self-confidence and esteem.



We aim to create fantastic little learners, eager and confident, well prepared to continue their educational journey into their adolescent and adult lives.

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