

Farsley Farfield Primary School

Curriculum Policy Statement



Intent

Farsley Farfield Primary School will always provide a broad and challenging curriculum that inspires children's learning, supports the acquisition of cultural capital and encourages our children to be responsible, active citizens. We are an inclusive school that meets the needs of a very wide range of children.

Throughout the school, we ensure that children rapidly master key skills in reading, writing, speaking, listening and mathematics. Central to our curriculum is our intention for all children to be strong readers: the foundation for further learning.

In our Early Years Foundation Stage, we deliver a high quality and personalised curriculum (and supporting environment) with the children at the centre. Our curriculum combines some core provision along with '[planning in the moment](#).' All pupils are engaged in learning through our child-led approach. Each child is supported to fulfil their potential from their range of starting points: working closely with parents and providing equal opportunities for all children, no matter what their starting point.



Our curriculum aims to recognise and celebrate our local and our diverse histories, heritages and cultural inheritances, whilst connecting learning to the contemporary issues of our times such as sustainability, globalisation, community cohesion and developments in science and technology.



We [explicitly promote the development of positive dispositions and attitudes](#) to learning and for successful social interaction through our [Farfield Learning Hive](#).

Throughout the school, children are taught about characteristics of effective learning and having a 'Growth Mindset' approach to life. We have a strong pastoral provision and Personal, Social and Health Education to support well-being and provide a more secure foundation for progress.

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



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Implementation

Our curriculum is ambitious, flexible in its delivery methods, time allocations and teaching styles and always underpinned by clarity around learning intentions.

Early Years

We deliver a 'child-led' approach to our Foundation Stage curriculum implementation. Each child's journey looks different, dependent on their needs and interests. Driven by children's interests, we use teaching moments 1:1, in groups or to a whole class. Alongside 'Planning in the Moment', a framework of core planning ensures full curriculum coverage and acquisition of key early disciplinary knowledge.

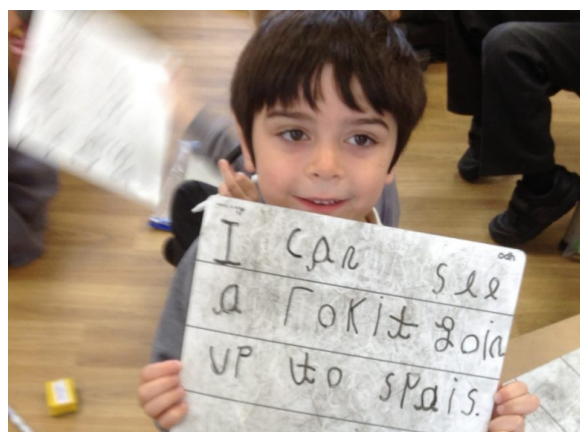
Our curriculum provides opportunities for children to develop into life-long learners with the 'Characteristics of Effective Learning' firmly embedded. These are:

Playing and Exploring

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go.'

Active Learning

- Keeping trying
- Being involved and concentrating
- Enjoying achieving what they set out to do



"Your curriculum offers a wide range of learning experiences for pupils and as a result is vibrant, rich and engaging." Ofsted 2018



Creating and Thinking Critically

- Having their own ideas
- Making links
- Choosing ways to do things

Learning through play will be at the heart of the curriculum for our under 5s, with effective adult-child interactions promoting sustained shared thinking. Adults are usually in the areas of provision with the children: spotting opportunities to support and challenge children's learning, language and development, rather than always just calling them to complete tasks which take them away from their play and environment. Transition into Key Stage 1 will recognise the need to incorporate elements of Foundation Stage practice into the early infant curriculum and learning environments.

Key Stages 1 and 2

[Reading](#) is a key priority in the early years and infants, and then throughout school. We provide daily whole class phonics lessons in EYFS and Year 1 using Letters and Sounds as a basis for our phonics programme, enabling children to decode efficiently. We teach engaging lessons following a clear 4 part structure: Revisit/Teach/Practise/Apply. This is continued into Year 2 and KS2 as small groups where necessary. In Foundation Stage and Year 1, regular individual reading takes place in addition to phonics lessons; this supports the phonics skills taught and allows teachers and other adults to focus on reading fluency and comprehension. Reading comprehension is developed through sharing texts and discussion as a whole class.

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As children become more fluent from Year 2, guided group and whole class reading lessons are introduced in order to teach specific skills. In Key Stage 2, our whole class reading lessons are organised so that all children have the opportunity to access the same high-quality texts. Across KS1 and 2, teachers refer to the content domains through the use of [reading dogs](#) when teaching specific comprehension skills.

Most of the curriculum is taught discretely in subject lessons. Planning makes explicit reference to national curriculum subjects and programmes of study, identifying key knowledge, learning outcomes and vocabulary. We will often 'block' the work so as to give opportunity for sustained study and the practical acquisition and application of knowledge and skills. Subject leaders have a secure overview of their discipline in the school and provide support and challenge to class teachers implementing their long term plans.



[In planning programmes of study \(see Farfield Curriculum master plan\).](#)

teachers excite and inspire their pupils whilst remaining conscious that: "We do not learn from experience...we learn from reflecting on the experience" (John Dewey). We will identify and apply a progression of knowledge and skills across subjects and themes. Key knowledge in subjects such as history, geography and science is summarised in bespoke electronic Knowledge Organisers that children have easy access to across KS2. We plan explicitly for the revising and revisiting of Knowledge Organisers throughout KS2 and make judicious use of online and other assessments to monitor achievement and the retention of key learning across the curriculum.

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We 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 exceed national curriculum expectations in many areas to make best use of Farfield's resources: for example, our extensive and ambitious cooking curriculum and horticulture through the on-site Farfield Farm. We deliver at least 2 hours of PE and other planned and child-led physical activity each week and we make extensive use of local sporting facilities and expertise to enhance our offer. **We never narrow the curriculum in statutory assessment years.**

We seek 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 brings outstanding multimedia resources into lessons, whilst pupils' 1:1 use of technology in KS2 enables our e-confident learners accessing and creating their own personalised digital content using Chromebooks.



We regard 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, blogs and email to promote home school links and 24/7 access to home e-learning. We expect parents to read regularly with their children and be actively engaged in their education.

Pupils' wide range of achievements are celebrated to recognise success and to promote self-confidence and esteem. Children with significant SEND have their learning journey broken down into smaller '[Progression Steps](#)' to support planning and celebrate improvement.

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IMPACT

In the Foundation Stage, children are engaged in their learning environment and play and are happy, engaged and making progress socially, emotionally and academically.

In KS1, children rapidly acquire further phonics knowledge and reading skills, whilst developing a cursive style of handwriting and secure number skills. Most children meet age-related expectations or beyond and children make good progress from their varied starting points. Our children have a broad and varied education: secure in the basic skills, confident and open-minded.

In KS2, pupils continue to make strong progress, with a significant proportion of children exceeding age-related expectations. Our older children are confident and relaxed, typically secure in their learning and optimistic for the future. They have enjoyed their primary school experience, are well-educated and ready for high school.



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