

FALKNER HOUSE CURRICULUM POLICY DCSF standard 1. (2)

Falkner House is committed to providing a rigorous academic and intellectual education which will 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 (or 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. The core curriculum of subjects 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. These are further developed in other subjects. All pupils study a core curriculum of Mathematics, English, Science, PE, RE, History, Geography, Music, Art, History of Art, PHSE and French which is structured to provide continuity and progression of learning.

Reception and Nursery	The above core curriculum is interwoven with the EYFS requirements
Year 3 and 4	Greek and Roman Myths and Legends are studied
Years 5 and 6	Latin is studied
Year 6	Mandarin is studied in the Summer term

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.

Most children at Falkner House are very able in comparison to the national average. Some, in relation to their peers at Falkner House, can be called gifted whilst others, may need more learning support. See the Equal Opportunities Policy.

English as an Additional Language (EAL)

All children Reception – Year 6 are assessed prior to entry and Nursery parents have individual meetings with Nursery staff prior to their child’s start. We are thus aware from the beginning, of a child’s English language capabilities and needs. Extra support is provided with differentiated activities as appropriate by form and subject staff. The aim is to develop English language skills and communicative ability and to build the confidence to succeed in a highly demanding English speaking environment. We do not offer timetabled EAL lessons.

Learning Difficulties and Disabilities (LDD), Special Educational Needs (SEN) and Gifted

We strive to screen new pupils for LDD both upon arrival and on a continuous basis as well as acting upon any information passed on by the pupil’s previous school. Parents of pupils who are considered to have a learning difficulty and/or disability or a specific SEN are requested to have their needs considered individually by qualified specialist staff. The provision for a pupil with a learning difficulty may include such help as additional support within the classroom. Pupils with a statement will have an IEP and there will be meetings and reviews as required. Teaching staff are well informed, highly effective with up to date knowledge of learning and teaching strategies but are not specialists in teaching pupils with LDD or SEN. Gifted children, are always provided with opportunities to extend their knowledge in extension work in the classroom or small group activities.

Transfer from Nursery to Reception and from Year 6 to Secondary School

Much advice and support is given to parents in individual and group meetings both in terms of explaining the complex system and of suggesting choices and options available for their son or daughter in terms of moving from Nursery to Reception either at Falkner House or at another school (transfer for girls to Falkner House Main School is not automatic) and for their daughter in moving to secondary school.

PE

The Games programme involves the use of facilities at Battersea Park, Latchmere Leisure Centre, Chelsea and Fulham Pools, Hyde Park, Barn Elms , Cobnor Sailing Centre. Reception and Nursery use the playground for PE.

Academic Ethos

In Year 6, while considerable emphasis is placed upon examination 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.
- 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
- Have high expectations
- Reinforce knowledge
- Use music / dance/ drama where appropriate
- Include mind mapping and memory techniques
- 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
- 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