



FRIENDS' SCHOOL SAFFRON WALDEN

Curriculum Policy (incorporating the Curriculum Plan)

This policy applies to all sections of Friends' School, including the Early Years Foundation Stage and Key Stage One.

Aims

- To enable each individual to meet creative, intellectual and physical challenges with confidence;
- To pursue excellence and educate all pupils to their maximum potential;
- To foster an active concern for the community and the environment.

The curriculum at Friends' School is designed to provide a broad and balanced education for all pupils, encouraging them to achieve their potential in the many different areas relevant to their abilities, skills and interests. Pupils are helped to acquire and develop the knowledge, understanding, skills and qualifications necessary for them to proceed to the next stage of their life and education by engaging in a process of life-long learning.

All pupils at Friends' School are provided with an education which focuses on continuity and progression and takes individual differences into account.

Friends' pupils will take their places in society as effective citizens who respect the beliefs, abilities, rights and cultures of others.

Citizenship is taught not only through PSHE but in all areas of the curriculum.

Senior School

The curriculum is delivered over a weekly cycle of 30 lessons. Each lesson lasts for 55 minutes. Curriculum and timetable requirements are kept under regular review and may be altered in the light of changing circumstances. The school also reserves the right to vary its curriculum in individual cases, if special circumstances require it. Our aim is to offer a flexible timetable which is able to allow a wide range of option choices at GCSE and at A level. Our curriculum also reflects the school's ethos of providing high quality education for all pupils, regardless of their abilities.

The school responds to the expectations of the National Curriculum. The flexibility of our curriculum, however, allows us to enrich the educational experience of our pupils beyond the National Curriculum. The school does not participate in Key Stage 3 tests.

In order to maximise the learning opportunity for all of our pupils the following resources are in place.

Foreign students are given individual ESOL lessons during the school day, as appropriate to their needs and also benefit from ESOL support in lessons where this is deemed appropriate (see separate ESOL Policy).

The school provides Learning Support for any pupils requiring it (see separate Learning Support Policy). The Head of Learning Support liaises with subject teachers where necessary. The Head of Learning Support will also prepare individual education plans (IEPs) for pupils requiring learning support with reference to reports provided by specialist teachers or educational psychologists where relevant. This data will be shared with the members of the staff through paper copies and through documents available on the PASS system under 'Pupil Enquiry' then 'document'. This will assist members of staff with identification of a special need with respect to lesson planning and differentiation.

Curriculum Content and Skills

- The curriculum at Friends' School addresses many areas of competence and various transferable skills, through its range of subject matter. The School also recognises the need to take learning well beyond the classroom, so that a variety of school trips and extra-curricular activities are offered and all pupils are expected to participate in some of these.
- Pupils are expected to develop their linguistic skills through dedicated language lessons (in English, ESOL and MFL) and put their communication and comprehension skills to optimum use across all subjects.
- Mathematics is a core subject to GCSE. Pupils develop thinking skills through Mathematics and other subjects, which help them problem-solve, think logically and spot patterns in their learning.
- Students are made aware of their physical environment through scientific and geographical enquiry, which includes experimental and practical work.
- They develop awareness of the human environment through the study of History, Geography, RS and in PSHE.
- Creative expression is enhanced through a wide variety of artistic activity within the curriculum and beyond: Art, Drama, English Literature and Music form an important part of the curriculum and there are also many extra-curricular events in which pupils are encouraged to get involved. The process of organisation is a key skill in itself, which all of our pupils are encouraged to recognise.
- PE is an integral part of the Friends' curriculum, where pupils learn the value of physical fitness and have the opportunity to engage in a variety of sporting activity, both in and out of lesson time. The transferable skills of teamwork and leadership are taught and pupils have opportunities to enhance their confidence.
- Information and Communication Technology skills are taught as a separate subject and also through links with other subjects.
- Citizenship is covered both in PSHE and through links with other subjects where staff include topical and relevant information in the course of their teaching.

Curriculum Plan: Senior School

At Friends' School the number of lessons taught per subject is detailed below:

Pupils in years 7, 8 and 9.

Subject	Year 7	Year 8	Year 9
English	3	3	3
Mathematics	3	3	3
Science	3	3	
Biology			1
Chemistry			1
Physics			1
French	2	2	2
History	2	2	2
Geography	2	2	2
German	2	2	2
RE	1	1	1
ICT	1	1	1
Product Design	1	1	1
Food Technology	1	1	1
Art	2	2	2
Drama	1	1	1
Music	2	2	2
PE/Games	3	3	3
PSHE	1	1	1

Years 7-9

Pupils in years 7-9 follow a common curriculum. Everyone studies a broad range of subjects that provide breadth to their education.

Subjects include: Mathematics, English, Design Technology (Product Design and Food Technology), French, German, History, Geography, Religious Education, ICT, Biology, Chemistry, Physics, Art, Drama, Music, Physical Education, Games and PSHE. Science is taught as General Science in years 7 and 8.

Pupils in years 10 and 11

Compulsory subjects for Key Stage 4 are English Literature and English Language, Mathematics and Science (worth two GCSEs - Science and Additional Science). English is studied for four periods per week, Mathematics for three and Core Science (non-option) for six.

Pupils may choose a further 4 option subjects that reflect their interests and abilities. Option subjects are delivered in three lessons per week.

Option subjects are taught for three lessons a week and include the following:

French	ICT	Art
Product Design	Biology	German
History	Chemistry	Drama
Geography	Physics	Music
Religious Education	Food Technology	Physical Education

The extra science option will lead to three GCSEs in Biology, Physics and Chemistry. Non-examination PE is taken by every pupil and there is one period of PSHE per week (see separate PSHE Policy).

Sixth Form Curriculum

All pupils typically study four AS level subjects in 6i and three or four A2 subjects in 6ii. Subjects are delivered in five lessons per week. In addition, students take General Studies or Critical Thinking at AS/A2 or undertake Supervised Study for two lessons a week.

Subjects available at A level are those offered to the lower years with the addition of:

Photography	Critical Thinking
Economics	Psychology
Art History	Film Studies
General Studies	Further Mathematics

Pupils in the Sixth Form are also required to work in the community by taking part in the Friends Volunteering scheme. They are also given the opportunity to undertake an Extended Project (worth half an A Level), if they wish. This would be in place of General Studies/Critical Thinking.

In addition, the Sixth Form curriculum is further enriched by a programme of lectures and careers sessions advice on UCAS applications and a team-building activity weekend at an outdoor centre as well as a PE programme.

Curriculum Support

Parents and Guardians are kept well informed of the structure of the curriculum, and our expectations at different stages of a pupil's academic career.

Methods of communication include:

- Curriculum evenings
- Option Booklets
- Reports
- Grades – both interim and summative
- Controlled Assessment Booklet
- Sixth Form Evenings and Publications
- Taster Days

Schemes of Work

All Heads of Departments produce schemes of work for all year groups.

Junior School

Friends' Junior School is a small, co-educational family orientated school with a strong sense of community. We provide a broad and balanced education with very high standards of teaching and learning which will enable our children to reach their full potential. We believe in the importance of social skills, courtesy, service and self-confidence.

Pupils will have many opportunities in a wide range of cultural, creative and physical activities within a community which values and respects individuals, celebrates achievement and broadens perspectives. True to our Quaker heritage we seek "that of God in everyone".

Work in the Junior School should be planned to meet the requirements of the National Curriculum but should not be constrained by it.

Friends' Junior School aims to:

- Cater for the needs of the individual children of both sexes from all ethnic and social groups, all levels of ability, including the most able and those that 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.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks s/he is asked to perform.
- Provide a broad and balanced curriculum.
- Recognise that crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.

We aim that all children should:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others.
- Develop non-sexist and non-racist attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama; be capable of acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- Have some knowledge of the beliefs of the major world religions.
- Develop agility, physical co-ordination and confidence in, and through, movement.
- Know how to apply the basic principles of health, hygiene and safety.

Early Years Foundation Stage

This includes pupils that are rising three to those in the first year of compulsory education.

Children are welcome to join the Nursery in the term they become three years of age. Children enjoy a safe, happy and caring environment. We believe that learning through play is as important as more formal education at this early stage and our goal is to create a well-balanced day where your child will learn both social and academic skills. More able pupils are given extension work appropriate to their ability and less able pupils are given additional support.

The curriculum is taught through the 6 Early Learning Goals:

- Personal, Social and Emotional development
- Communication, Language and Literacy
- Mathematical Development
- Knowledge and Understanding of the World
- Physical Development
- Creative Development

The curriculum is assessed and taught through “Development Matters” criteria, which show the knowledge, skills, understanding, and attitudes, which are needed to learn and achieve the early learning goals.

Infants/Key Stage 1

The Infants/Key Stage 1 section of the Junior School is able to offer a broad and balanced curriculum which is aligned closely to the requirements of the National Curriculum. Particular attention is paid to developing the skills of literacy and numeracy in the core subjects. In addition to English and Mathematics the pupils study Science, History, Geography, Music, RE, Design, Technology, French, Swimming, PE, PSHE, Library and Information Technology. In year 1 pupils are assessed using the PIPS (performance indicators for Primary schools) scheme. At the end of year 2 pupils are assessed against the Key Stage 1 criteria. This is validated by Essex every four years.

Key Stage 2

At Key Stage 2 the timetable is more structured and children are gradually introduced to specialist subject teaching. Pupils will follow a broad curriculum at Key Stage 2. They are taught English, Mathematics, Science, History, Geography, Music, French and German (year 3 onwards), Art, Technology, Religious Education, Personal Social and Health Education, Physical Education which included swimming and games throughout the week. This course of studies is based on, but not constrained by, the National Curriculum. All pupils take Key Stage 2 Curriculum tests at the end of Year 6 and options tests at the end of years 3,4 and 5.

Homework is set every day for pupils in the Junior Department in order to build on and consolidate work that has been covered in class. This can be completed at school during supervised homework sessions and is expected to take between thirty and forty-five minutes.

In conclusion:

The teaching week consists of 25 periods of 55 minutes/60 minutes. Curriculum coordinators are responsible for the overall planning, policies and direction for each subject. Medium term plans and curriculum outlines are prepared each term by the teachers concerned.

Weekly Teaching Time	Time at school hrs/minutes	Teaching time hrs/minutes
Nursery	36.45	23.45
Reception	38.10	23.45
Year 1	38.10	23.45
Year 2	38.10	24.10
Year 3	38.10	24.35
Year 4	38.10	25.00
Year 5	38.10	25.25
Year 6	38.10	25.50

Children will experience a range of teaching styles, depending on the subject and the content and objectives of the lesson. Class sizes are small. Before pupils start at the school they are given a “Welcome Pack” to assist parents and pupils in getting to know the school. At a curriculum evening held early in the year, parents meet teachers and find out how the class operates, the teacher’s expectations and the objectives for the year. Pupils’ progress is carefully monitored and parents receive two written reports a year and have the opportunity to attend two parents’ evenings.

At Friends’ School, parents and teachers work closely together to ensure the academic and social development of each pupil. The emphasis at this stage is to build on a firm academic foundation, coupled with a more independent attitude to learning. By the end of their time at the Junior School, children will have the opportunity to develop a sound base in writing, reading and spelling and be able to speak and listen with confidence. They will have a good grounding in mathematics and be encouraged to think and question independently.

Policy updated February 2012

Recommended for ratification at March Board by the Education Committee

Signed on behalf of the Governors -----

Date -----