



Farnham Primary School



Curriculum Statement

Curriculum Intent

At Farnham Primary School we are dedicated to provide our pupils with a broad, balanced and ambitious curriculum to prepare them for life-long learning. We strive to offer a memorable education, giving them the best opportunity to grow into a confident and resilient young person in a safe and nurturing environment.

Our curriculum is designed with knowledge at its heart to ensure that children develop a strong vocabulary base and an extensive understanding of the world. The curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. The theme of history and heritage underpins our curriculum to ensure children develop a sense of identity and belonging so they can feel proud to be a member of Farnham.

Curriculum Implementation

We have developed a curriculum underpinned by academic research about how memory works to ensure that children are taught in a way that ensures children can remember the curriculum content in future years. Our curriculum has been developed by subject leaders following consultation with subject specialists and subject associations to ensure the curriculum is progressive and knowledge-rich.

Knowledge is organised into subject disciplines. We treat each subject separately so that pupils have a very clear understanding of what is important about each subject and that their knowledge and skills progress systematically over time in each area of the curriculum. Subject defined explanations are displayed in each class.

The context for study outlines the 'flash back knowledge' ensuring that teachers and children are able to draw on learning from previous years' groups to build children's mental models of a subject.

Our context of knowledge outlines precisely what pupils will know and be able to do in each subject.

The sequence of learning outlines the sequence knowledge should be taught to ensure that each lesson builds on directly on what has been learned before to help children understand and remember their learning more effectively.

We make use of knowledge organisers to ensure children know exactly which information is expected to be learned over the course of their study in a particular subject. These knowledge organisers are displayed on working walls.

3. Knowledge is acquired in long-term memory

This means that we expect all pupils to remember their learning into the future. We have planned the curriculum so that there are many chances for pupils to review what they have already learned and secure it in their memories.

We understand that knowledge is 'sticky', in other words, the more pupils know, the easier it is for them to know more. As a result, we carefully check and activate prior knowledge to ensure our pupils are able to understand and remember new things they are learning.

Knowledge is specified in fine detail	Knowledge is acquired in long-term memory	Knowledge is carefully sequenced over time	
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The statutory National Curriculum is taught across Key Stages 1 and 2. Our long term and medium term curriculum planning is structured to ensure progression of a broad range of knowledge and skills from Early Years to Year 6. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts. As it is important that pupils understand the various skills needed to master each of the foundation subjects, pupils are provided with the necessary tools to excel in each academic subject. To achieve this, the teachers: use knowledge organisers to embed 'sticky knowledge', teach appropriate subject specific vocabulary to enhance understanding and offer pupils 'hands on' experiences to instil a love of learning.

It is essential that the curriculum reflects the diversity of our pupils, therefore the teaching of PSHEE is intertwined across the curriculum. Opportunities for children to understand their heritage and develop a sense of belonging, is woven through our history curriculum. Our creative approach to the curriculum provides pupils with a platform to enhance their understanding of one area of the curriculum - which has been taught in a discrete lesson - through multiple other subjects including Art, DT or Science.

It is our intent that both the teaching of reading skills, and the enjoyment of literature, enable our children to become lifelong, confident readers. Reading is a fundamental skill, used to stimulate children's imaginations and learn to acquire a love for books. A centralised aspect of our book-led curriculum across the school, is to ensure reading influences the thoughts, feelings and emotions of all our learners. We strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons are carefully selected to encourage imaginative and meaningful writing opportunities.

We recognise that mathematics provides opportunities for our pupils to make sense of the world. It is important that our pupils develop competence and confidence in mathematical knowledge, concepts and skills whilst developing the ability to communicate and apply mathematics across the curriculum and real life. We endeavour to instil positive learning attitudes to mathematics to secure understanding.

We are a fully inclusive and accessible school where children are supported every step of the way. We endeavour to provide early identification of children with SEND and to match need

with the appropriate provisions, to involve parents at all stages of the identification and assessment process and to encourage help at home. We aim to provide equality of opportunity and ensure all pupils reach the highest standard of achievements.

Our curriculum provides opportunities for pupils to develop a deeper understanding of who they are through cultural experiences which support their understanding of their own identity. Our pupils develop a sense of pride in where they live and understand how their local heritage relates to the history and identity of our country. Our educational visits are meticulously planned to offer wider cultural experiences which support the pupils social and emotional development.

We provide a wide range of extra-curricular activities both at lunchtimes and before and after school. Sport-Tec delivers clubs including football and team building games. We also have guitar lessons taught by a specialist music teacher. Other clubs include book club, art club and forest school.

We offer a whole range of educational visits for each year group which are linked to the year group curriculum. All pupils have at least three visits per year as well as RE visits to places of worship. The year 5 pupils go on a residential trip to Nell Bank.

Staff CPD has been of a high quality. We have accessed curriculum support through external consultants which has supported the development of our subject leaders' knowledge and confidence to lead their subject. All subject leaders have lead staff training in their subject to ensure the newly revised long term curriculum plans are executed.

Throughout Early Years and Key Stage One, teachers deliver daily phonics lessons following the Read, Write Inc phonics scheme. Teachers differentiate their teaching to meet the needs of all pupils, therefore Set 1, 2 and 3 phonic sounds are delivered to pupils in the appropriate groups. Pupils who require further phonics sessions as they move through school, are supported through phonics interventions using the appropriate materials which match their ability. The English curriculum across Key stage 1 and Key stage 2 is taught through Power of Reading which provides pupils with an enhanced literary experience using high quality texts. Through immersing pupils in imaginative texts, teachers plan activities which support pupils speaking and listening, reading and writing. Opportunities for pupils to write are seen as a priority therefore teachers carefully plan opportunities for this in all areas of the curriculum. The Farnham Literature Spine was developed to expose children to diverse text types and authors. Using this, pupils are exposed to high-quality texts which provide endless opportunities to discover more about the world they live in, imagine endless possibilities and experience other worlds.

Reading is being taught through VIPERS and our continued work to develop our whole class guided reading using supporting materials from Phillip Webb has ensured that children's progress remains strong. The revised KS2 reading system and new books purchased, promote a lifelong long love for reading. Our whole class guided reading lessons support vocabulary acquisition to ensure children fully comprehend what they are reading through specific word instruction and agreed strategies to support learners.

Explicit vocabulary teaching occurs daily through our 'word of the day'. Each year group teach an assigned selection of Tier 2 which are introduced daily and allow children to explain, explore and consolidate throughout the day. Furthermore, bespoke knowledge organisers also offer opportunities for Tier 3 vocabulary development through the creative curriculum.

Science

Farnham Primary School has been awarded the ***Primary Science Quality Mark (PSQM)*** in 2021 -2024. The Primary School Quality Mark programme ensures effective leadership of science, enables schools to work together to share good practice and is supported by professional development led by local experts. It encourages teacher autonomy and innovation while at the same time offering a clear framework for development in science subject leadership, teaching and learning. Schools that achieve PSQM demonstrate commitment and expertise in science leadership, teaching and learning.

Maths

The learning of maths is driven by the White Rose Maths scheme and long term plans for each year group. Each outcome stated in the National Curriculum is broken down into smaller steps of learning to ensure as many children as possible meet the age expectations. To consolidate pupils' understanding, pupils complete weekly STOPS problem solving lessons to put into practice their skills.

Pupils with SEND are supported through well scaffolded activities and appropriate learning or behaviour targets being set. Personalised curriculums are designed for pupils with EHCPs and SEMH needs. Through clear SEND plans, children are set appropriate, manageable targets which allow them to reach their potential and celebrate successes. Their achievements are tracked regularly ensuring interventions remain relevant and progressive.

Themes in assemblies often include reference to successful people who have had to overcome adversities. These are aspirational people with similar backgrounds to the pupils. Staff are conscious of the need to raise pupils' aspirations and ambition.

We have looked carefully at the strands within each subject and have identified the key knowledge that pupils need to embed into their long-term memory as they move through the school. To this end, we are developing knowledge organisers for all foundation subjects.

Assessment (formative and summative)

Our assessment systems are robust. Teachers make real and accurate assessments which are moderated by school leaders. These assessments inform target setting and future planning to ensure that all children make progress and intervention is implemented where necessary. Teachers update formative and summative records on Arbor.

Monitoring the quality of education

Our systems for monitoring and evaluating teaching and learning are extremely rigorous and highly effective with skilled leaders, who have an excellent understanding of what constitutes good teaching, using a variety of sources to inform their judgments (e.g. Lesson visits; book scrutinies; discussions with teachers, teaching assistants and pupils; and data analysis). All

monitoring is followed up with constructive, professional feedback given to the teachers. There is a strong culture of sharing good practice and discussion around teaching. Teaching and learning is the core focus of the leadership team and the leadership of the school impacts significantly on the progress the children make throughout the school. In the last two years, Farnham has worked closely with external consultants such as B11 who have quality assured judgements and provided training for subject leaders and supported with work scrutiny.

Professional research and development are inherent; we provide our own staff training, buy in excellent practitioners or experts and set up peer learning groups and projects. We have an intensive CPD programme, carefully planned based on recent monitoring to drive standards forward. Our ECT teachers receive additional training as part of their development through Ambition. CPD is crucial to developing staff to improve the quality of teaching to impact learning.

Remote Education

We continue to use google classrooms to provide high quality remote education for all. Teachers plan lessons on google classrooms so that any pupils absent can access learning from home. Furthermore, parents are able to access lessons in the evening and weekends so that they can consolidate learning. During covid, families who were still abroad accessed remote learning via google classrooms and pupils were able to stay connected with their peers and class teacher. (see remote education offer statement on our website)

Curriculum Impact

Our curriculum design supports our vision to foster a love of reading through countless opportunities for children to learn through story telling. Our book-based approach to teaching non-core subjects widens pupils' literary experiences through exposure to a wide variety of texts beyond those identified in the Farnham Literature Spine. Pupils enjoy coming to school to learn. The introduction of knowledge organisers for History and Geography has supported language development and children's confidence to articulate learning.