



THOMAS'S FULHAM CURRICULUM POLICY

INTRODUCTION

Our aim is to fulfil the potential of each child in our care.

A Broad Curriculum

- We regard these school years (from the ages of 4 to 11) as forming the base on which our pupils will build their future education.
- We therefore aim to give our pupils as broad an education as possible during their time with us.
- To this end, we place a strong emphasis on a broad curriculum, with Art, Dance, Drama, Music, Computing, French and Physical Education all taught by specialist teachers from a child's first day in school.
- The pupils' spiritual, moral, social and cultural development is also given strong emphasis and the school rule "Be Kind" underpins the aims and the delivery of the curriculum.
- In its most narrow definition, our remit is to prepare our pupils thoroughly for the academic entrance examinations of their chosen senior school.
- However, we believe that we are preparing children not only for their senior schools, but also for the life that lies beyond them.
- We believe in the benefits of learning beyond the classroom and recognise that outdoor education offers pupils unique opportunities and experiences that cannot be taught within the constraints of everyday education and surroundings. Therefore, part of the curriculum is devoted to an outdoor learning programme with key areas of focus being Personal and Emotional Development, Group Development, Organising, Planning and Risk Management skills, Nature Pedagogy and Physical literacy. These five areas along with the life skills of critical thinking, collaboration, communication, creativity, enquiry and reflection we believe will enable pupils to succeed socially, economically and environmentally in the ever changing 21st century.

AIMS

At Thomas's Fulham we undertake to:

- provide a safe, happy work place
- have high expectations of the children and ourselves
- foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others
- foster a love of learning
- develop confident, disciplined and enquiring learners who are able to make informed choices

- value and respect all cultures
- facilitate considerate and positive relationships between all members of the school community
- promote a thoughtful attitude towards the immediate and wider environment
- raise levels of attainment for all pupils, enabling them to achieve their personal best
- prepare pupils to the standards and style of entrance examinations to senior schools suited to their abilities and temperament
- ensure equal opportunities in relation to gender, race, class, special needs, and beliefs

THE LOWER SCHOOL

Reception, Year 1 and Year 2 follow an enquiry based curriculum which encourages a cross-curricular approach to learning.

Early Years

Early Years, which underpins the curriculum in Thomas's Reception classes, is distinct in its identity. The curriculum, by which we mean the learning and development undertaken by every child in this Key Stage is planned in accordance with the revised framework 'The Statutory Framework for the Early Years 2017'.

Under the guiding theme of Learning and Development there are three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

All areas of learning and development are of equal importance and are delivered in conjunction with each other. The development of each child is recorded against the early learning goals to provide an accurate and detailed insight into the progress made by the individual. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made, indicating whether a child is meeting, exceeding or not yet reaching expected levels.

With a comprehensive view of the level of development for each child, an appropriate and challenging curriculum can be delivered to ensure the needs of the individual can be met effectively.

On entry to Reception at Thomas's all children will undertake a Baseline Assessment in order to ascertain stages of development, strengths and needs. Children will have followed an EY programme at nursery and the records made by practitioners in that setting also provide vital information on individual attainment and requirements for the coming year.

Careful and flexible planning between all the staff in contact with the children ensures a wide, varied and effective curriculum is delivered. At Thomas's subject specialist teachers in Art, Dance,

Drama, French, Computing, Music and Physical Education work closely with class teachers to give an accurate picture of attainment in relation to the expected level.

Key Stage 1: Years 1 and 2

Key Stage 1 of the National Curriculum begins formally in Year 1.

- Form teachers are responsible for teaching Literacy, Mathematics, Science, Enquiry (Humanities and Religious Education)
- Subject specialist teachers are employed in: Art, Dance, Drama, French, Computing, Music and Physical Education
- Phonics teaching is also ability grouped in the third term of Reception and in Years 1 and 2

THE PREP SCHOOL

The curriculum for each academic subject is planned in accordance with the National Curriculum and with the requirements of 11+ entrance examinations to senior schools and ISEB Common Entrance and Scholarship examinations at 11+ and 13+.

Key Stage 2:

- In Years 3 to 6 the curriculum content and skills taught in Mathematics, Literacy, Computing, Science, History and Geography are broadly in line with the National Curriculum. French and Religious Education follow their own curriculum. Latin is introduced in Year 5 and taught through to Year 6. Mandarin is introduced in Year 4 and is also taught in Year 5.
- The broad curriculum continues to be delivered with generous allocations of time to specialist teaching: taught Art, Dance, Drama, French, Computing, Music and Physical Education.
- Mathematics and phonics/spelling is ability set from Year 3 up to Year 6. Maths sets in Year 3 consist of a more able set and parallel sets. There is flexibility between sets throughout Key Stage 2 based on formative and summative assessment, and professional judgement
- Science is taught by form teachers until Year 4. From Year 4 Science is specialist taught. The curriculum follows the requirements of Key Stages 1 and 2 of the National Curriculum as well as ISEB curriculum requirements for senior school entrance examinations at 11+ and 13+.
- Some Year 6 pupils prepare to offer Mathematics, Literacy and, in some cases, Science for entry into senior school at 11+.
- The range and balance of subjects taught is the same for all Year 6 pupils irrespective of 11+ or 13+ entrance examinations due to the increasing change in content and expectations of senior school entrance examinations
- In addition, all pupils continue to be taught Art, Drama, Computing, Music, French and Physical Education.
- Throughout the school Learning for Life (L4L) is an integral part of the curriculum. Lesson time is allocated within the timetable for the Learning for Life curriculum and is the responsibility of all staff who come into contact with children to embed aspects of this subject, where appropriate and necessary, across the curriculum. The curriculum is delivered through subject teaching, circle time, assemblies, church services, charity/ community involvement, outings, class roles and responsibilities and guest speakers. In addition, discrete lessons are provided to cover personal safety, sex education and drugs education.

Thomas's Outdoors Programme

From Reception to Year 6 the pupils take part in a structured outdoor programme. In Reception to Year 3 the pupils take part in 'Woodland Adventure.' This programme is curriculum based and links with their in-class learning. Woodland Adventure takes place every half term for half a day and is

delivered by The Exploration Society in conjunction with Thomas's. In Year 4 the pupils start a programme called 'Young Explorers.' Pupils spend ten sessions throughout the year taking part in different outdoor activities, such as climbing, teambuilding, canoeing, fire-lighting and outdoor cooking. In Year 5 & 6 the pupils build on their Year 4 experiences and work towards accreditations, such as orienteering and water/sailing safety qualifications.

Residential trips

As part of the Outdoors programme children are expected to attend a residential trip in Year 4. This is based around a week of team building where they can experience activities, such as canoeing, abseiling, archery and raft building. They are also expected to attend a residential trip in Year 5 & 6 to Thomas's Daheim. Thomas's Daheim is a Thomas's owned property in Upper Austria where they will experience a skiing and outdoor pursuits programme. Parents are asked to donate a sum of their deposit towards this trip. Through Thomas's Outdoors our aim is for children to experience the opportunities and lessons of being outdoors and offer pupils the environment to learn and experience soft skills, such as leadership, followship, nature awareness and the ability to overcome challenges.

Digital Learning

Our teachers work with digital resources and instructional technology to enhance pupil learning. Pupils use iPads working collaboratively from Reception through to Year 2 and in Years 3–6 pupils use iPads on a one to one basis. Usage of iPads is monitored very closely to ensure that all regulations and guidelines are adhered to to ensure the safety and protection of all pupils.

Media literacy, Information Literacy and Digital Literacy skills are embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills

Day Trips

All classes are expected to go on at least one outing each term to complement an area of the curriculum and full use is made of the local facilities of museums, art galleries, theatres, historical sites and sites of scientific interest.

Homework

Homework Guides are issued to parents each September and a homework timetable is published for each form. The Guide sets out the purposes of homework, the types of homework that will be set and offers advice on helping their child and communicating with the subject teacher. The Pupil Planner is signed at home and checked by the form teacher.

Special Educational Needs

Thomas's Fulham has a Head of Learning Support and Enrichment. Her role is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate provision and to advise on support to small groups in class. Alongside this role and provision, the Assistant Head, Teaching and Learning supports the needs of the Most Able pupils and works closely with form teachers and subject specialists ensuring the needs of these vulnerable groups and individuals are met.

We work closely with specialists and professional agencies to ensure that children's needs are catered for.

Assessment and reporting

Assessment is an integral and vital part of teaching and learning. Assessment for Learning strategies are embedded in our practice. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and Heads use it to monitor progress, the effectiveness of teaching and learning and the curriculum.

Record-keeping and assessment procedures are defined in the Assessment Policy and in department handbooks on the TLP.

Reports to parents give clear, accurate, measurable information on their children's progress.

Equal Opportunities

We believe all pupils in the school should have equal opportunities and equal access to the curriculum.

Staff development

Continuous Professional Development is provided in order to update and enhance standards of teaching and learning. Training needs are regularly assessed. Initiatives in curriculum development and teaching and learning styles are monitored to ensure teachers are well-equipped to deliver the curriculum effectively.

See also: [Assessment Policy](#), [CPD Policy](#), [Equal Opportunity Policy](#), [SEND Policy](#), [Online Safety Policy](#), [Thomas's Fulham Curriculum Policy](#)

This policy will be reviewed annually			
Reviewed: January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest review: January 2020	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Next review: January 2021	By:	Susannah Bell, Curriculum Deputy Head	