

Fyling Hall School

Curriculum Policy



Aims

The aims of the Fyling Hall Curriculum are firmly based on the underlying principles of our founder, Mab Bradley. She wanted to provide an all-inclusive education in a warm, inspiring and supportive atmosphere and believed that a child's happiness was key to their ability to learn and grow. Hence, a Fyling Hall Education:

- Embraces a Traditional curriculum and promotes Traditional Values and moral codes.
- Welcomes and Includes pupils with a range of abilities, from all backgrounds and cultures into its community.
- Values and supports individual needs and encourage pupils to not be afraid of individuality or original thinking.
- Challenges the individual to achieve their academic potential.
- Equips/Prepares students to play an informed role as a citizen in a rapidly changing world.
- Nurtures, supports and in turn, promotes happiness and well-being ("The days that make us happy make us wise.") This also allows pupils to feel secure enough to step outside of their comfort zones, and to achieve.
- Enriches the pupils' academic experiences in order to provide a broad and holistic education.
- Actively aims to develop a pupil's Self-belief, confidence and ability to Persevere and overcome challenges in all areas of school life.
- Promotes and encourages *all* pupils to develop their Creativity and creative thinking.
- Inspires pupils to *want* to learn, through both its teaching and setting.
- Celebrates achievement. Achievement is valued and celebrated by all in its community.

Our curriculum ensures that we are aware of our duties according to the 1996 and 2010 Education acts, and that we provide:

- A full-time supervised education for pupils of compulsory school age (as well as for those who are younger and older), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- Subject matter appropriate for the ages and aptitudes of pupils, including any pupils with an EHC plan (see SEND policy for further details)
- For pupils to acquire skills in speaking and listening, literacy and numeracy;
- Suitable lessons in written and spoken English for students where the principal language of instruction is a language other than English.
- Suitable lesson content which fulfil the requirements of a pupil's EHC plan (see SEND policy for further details)

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- A personal, social, health and economic education which reflects the School's aims and ethos, encouraging respect for other people and paying particular regard to the protected characteristics set out in the 2010 Act(a). (see Learning for Life Policy for further details)
- Appropriate and impartial careers guidance for pupils receiving secondary education that enables them to make informed choices about a broad range of career options and helps to encourage them to develop their potential (see Learning for Life policy for further details).
- A programme of activities which is appropriate to the needs of pupils above compulsory school age;
- The opportunity for all pupils to learn and make progress (see SEND, EAL, Assessment and Marking policies for further details)
- Adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (see Learning for Life policy for further details)
- An education that upholds the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum content

Junior School

In the Early Years Foundation Stage (Reception) pupils follow a programme of activities which is appropriate to their educational needs and learning which is outlined in the EYFS Statutory Framework; namely the three prime areas of communication and language, physical development, personal social and emotional development and the four specific areas of literacy, mathematics, understanding the world and expressive arts and design. French is also introduced.

In Years 1 and 2 pupils study Literacy, Numeracy, Science, ICT, Geography, History, Religious Studies, Art & DT, French, Music, PE, PSHE, Forest School and cross curricular topics.

In Years 3 to 6 the pupils are split into two groups in the morning for maths and English (known as the "Swallows" and "Amazons"). These groups are based on academic ability rather than age, and are taught by teachers whose primary specialisms are in maths or English. The remainder of the curriculum is taught in the afternoon and comprises the following subjects: Science, Art and DT, French, Geography, History, Music, PE, PSHE, RE and Forest School (Years 3 and 4 only). In Years 5 and 6 advantage is taken of specialist teachers and classrooms in the senior school (Art and DT, French, Games, Geography, ICT and Science).

All Junior school pupils have one swimming session a week at the local swimming pool.

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Senior School

Overview

For the academic year 2016/17 there is one tutor group per year in Years 7 and 8, and two in each of Years 9 to 13. All tutor groups are arranged in social groups rather than academic ability. The maximum class size is 20, although most classes have fewer than 16 pupils and GCSE class sizes can be much smaller dependent on the option choices of pupils. In the sixth form the teaching class varies again dependent on pupil options. However, the majority of classes have between 5 and 10 pupils, although some can be significantly smaller. The school operates on a 10 period day, resulting in a 50 period week - Monday to Friday (45 teaching and 5 lunch periods). One period is equivalent to 40 minutes of teaching.

Years 7 to 9 (KS3)

The curriculum is broadly based, balanced and relevant ensuring that pupils study the usual range of topics found in secondary education. Years 7 and 8 follow a similar curriculum, with the vast majority of students taking 12 subjects along with Games. For the academic year 2016/17 the decision was made to introduce German as the first modern foreign language rather than French. In Year 8, French is reintroduced for most students, with French and German having equal timetable waiting. The Learning for Life (L4L) programme is introduced in Year 7 and continues through to Year 9. It's aim is to combine the many different aspects of PSHEE, fundamental British values, Careers Education and aspects from the DofE award into a cohesive subject that prepares pupils for life in modern Britain and the rest of the world. The table below outlines the subjects and time allocation in Years 7 and 8.

English (5+1 Reading)	French (Yr7 – 2 Yr8 – 3)	ICT (2)
Mathematics (5)	Games (6)	Learning for Life (1)
General Science (6)	Geography (3)	Music (2)
Art (2)	German (Yr7 – 4), (Yr8 – 3)	Religious Education (1)
Drama (2)	History (3)	

In Year 9 an element of pupil choice is introduced into the curriculum. In the summer term Year 8 pupils are consulted on their preferred subject choice from: German, Drama, French and Design and Technology. Student choices are collated into two option blocks which they choose from for the start of Year 9. Hence, the subjects and time allocation are slightly different in Year 9 compared to Years 7 and 8.

English (5 + 1 Reading)	Drama (4) - optional	History (3)
Mathematics (5)	French (4) - optional	ICT (2)
General Science (6)	Games (6)	Learning for Life (1)
Art (2)	Geography (3)	Music (2)
Design and Tech. (4) -optional	German (4) - optional	Religious Education (1)

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For pupils with English as an additional language, and pupils with specific learning difficulties, a slightly amended curriculum is followed (see SEND / EAL policy for further details).

Years 10 and 11 (KS4)

It is expected that the majority of students will study a combination of eight GCSE / IGCSE courses. All pupils must study Mathematics, an English course, usually English Language and English Literature or the appropriate qualification for pupils with EAL (see EAL policy for further details), and a Science course. In addition, pupils take the Level 1/2 qualification “Preparing for Working Life”, within Learning for Life, and the European Computer Driving Licence (ECDL) qualification; games lessons remain compulsory. The Pupils’ remaining timetable is composed of choices from a total of 10 subjects arranged in four option blocks, in which they must choose one from each block. The option blocks are designed at the end of Year 9, after consultation with Year 9 pupils and their parents. Pupils are free to choose from each option block, but further discussions occur if a pupils’ options are considered to be too ‘narrow’. For the Academic Year 2016/17 the subjects available and their time allocation are shown below (optional subjects are shown in italics).

English Literature and Language / English (8)	<i>Art (4)</i>	<i>History (4)</i>
Mathematics (6) (Yr 11 – (8))	<i>Business Studies (4)</i>	<i>ICT (4)</i>
Dual Award Science (8)	<i>Design and Technology (4)</i>	<i>Music (RockSchool) (4)</i>
Learning for Life (1)	<i>French (4)</i>	<i>Separate Sciences (Chemistry, Biology & Physics) (12)</i>
ECDL (2) (Yr 11 – 0)	<i>Geography (4)</i>	<i>Sports studies (4)</i>
	<i>German (4)</i>	

Years 12 and 13

A wide range of AS level courses are available for study in Year 12. However, it is recommended that pupils have a minimum of a grade 6 at GCSE (or B grade for subjects who have not yet introduced a new specification), to study a subject at AS. However, this requirement may be waived in individual cases dependent on circumstances. It is Usual for a pupil to start Year12 with four AS subjects, with the intention to drop one AS at the end of Year 12 and continue with three A levels. Resit GCSEs are offered in Mathematics and English in November of Year 12.

Pupils for whom English is an additional language receive small group instruction throughout by a qualified specialist and are entered for internationally recognised examinations.

Each AS/A2 subject is normally allocated 7 periods each week. The following subjects were available for study:

English Literature	Fine Art	History
Biology	French	ICT
Chemistry	Further mathematics	Mathematics
Drama	Geography	Music (RockSchool)
Economic and Business Studies	German	Physics
UCAS (x2)		

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Co-Curricular

At Fyling Hall, we believe that Enrichment should facilitate the expansion of the curriculum, broaden horizons, develop new skills and contribute to students' personal and social development, providing a broad and holistic education. Curriculum Enrichment refers to activities and experiences that are organised outside of the expectations of the curriculum. Such activities should have a clear educational value and should be an extension of the expectations set out by our academic curriculum. Hence, we aim to ensure a broad mix of activities and experiences which may cover the following core areas (further details are available in the Curriculum Enrichment policy):

- academic/curriculum development
- work-related learning
- community participation
- personal development.

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