

Curriculum Statement

At Furzefield Primary School all pupils have access to a broad range of learning experiences, allowing them to develop their knowledge, understanding, skills and attitudes. The school aims to fully develop each child's academic potential by providing a challenging and stimulating curriculum and learning environment. The curriculum promotes enjoyment of, and commitment to learning, preparing pupils effectively for the next steps in their education. It provides opportunities for all pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities.

Children will experience a broad curriculum through the study of Core subjects: English, Mathematics, Science and Religious Education and Foundation Subjects: History, Geography, Design Technology, Art, Music and Physical Education. Pupils develop their capability in Computing through the use of laptops and ICT tools that support their learning in all subjects. Personal & Social Health Education (PSHE) and Citizenship is taught discretely and linked to other curriculum areas. Provision is enriched by educational visits and outdoor learning in order to provide first-hand learning experiences for the pupils and to reinforce the PSHE programme. Whole school and Key Stage assemblies are used to promote PSHE. The school recognises that the partnership it has with parents is paramount in ensuring the progress and development of each child.

English

The teaching of English is divided into three strands of Reading, Writing and Speaking & Listening.

Reading

One of the greatest gifts we can give a child is the ability to read. Reading opens a world of stories and information and allows children to confidently approach all other subjects. There is a great emphasis on the teaching of reading in the Foundation Stage and Key Stage One through a balance of phonics, individual reading and small group guided reading. Interactive and book based resources are used to support the teaching of phonics, based on the DfE Letters & Sounds. Reading scheme books are purchased from a range of publishers. These are colour banded into reading levels so that children can easily select books matched to their reading ability. In Key Stage Two we extend the children's skills, ensuring good comprehension and encouraging children to express their opinions about their reading.

Children are encouraged and motivated to read regularly at home through use of reading records and a 'reading race'. Sharing books with people at home increases children's skills, confidence and enjoyment.

When a child starts reading they are helped and guided towards suitable reading material; as they progress and become more confident they are given more responsibility in their choice of books. All children have access to our very well stocked and inviting library.

Writing

Our teaching of writing is based on the principles of Pie Corbett's 'Storymaking'. This means that each unit of work is based on a story and children are taught to 'read as writers'; to internalise the structures and language of stories and the flow of sentences to help them become better writers. Teaching of non-fiction genres is closely linked to the story based units so that children also learn to write for a variety of different purposes.

We make every effort to ensure that children develop an understanding of the basic rules and conventions of written English as well as emphasising creativity and enjoyment in the writing process.

Speaking and Listening

Through group and whole class discussions in all subject areas, and through drama activities and storytelling in English lessons, children develop their speaking and listening skills. We encourage and help children to speak clearly, to express themselves effectively, to listen carefully to others and to work cooperatively in a group. Children also have opportunities to speak to an audience in class assemblies and plays.

Mathematics

Mathematics is taught throughout the school with much of the work being supported by practical activities. Mathematics is split into seven strands; using and applying Mathematics; counting and understanding number; knowing and using number facts; calculating; understanding shape; measuring and handling data. Our aim is that all pupils will develop their confidence and enthusiasm in Mathematics and begin to apply it in the world around them. We place high importance on the development of mental strategies and the use of logical thought through problem solving activities. Pupils are encouraged to develop skills in mental maths through a progressive programme of mental maths skills developed at home as well as at school. There are certificates to reward achievement within the programme.

Science and Foundation Subjects

Science, Art & Design, Design & Technology, Geography, History, Music and Physical Education topics for pupils in Key Stage 1 and Key Stage 2 are taught in line with the current National Curriculum. Key informations and skills, such as field work, are integrated into all topics.

Topic Curriculum Map

	Geography (Aut)	History (Spr)	Arts Term (Sum)
1	United Kingdom	Castles (Kings, Queens and Knights)	Child Initiated Learning (Ch.I.L.) Teacher to respond to pupil interest and needs There will be a focus on the Arts, supported by the Humanities
2	UK & Beyond	Famous People (Tudors & Stuarts)	
3	UK & Europe	The Romans	
4	UK & Europe – Case Study	The Greeks	
5	UK and North & South America	The Victorians	
6	UK, Europe & the World – Case Study	Middle Ages, including a non-European contrast	

Science	
1	Plants Animals, including humans Everyday materials Seasonal changes
2	Living things and their habitats Plants Animals, including humans Uses of everyday materials
3	Plants Animals, including humans Rocks Light Forces & Magnets
4	Living things and their habitats Animals, including humans State of matter Sound Electricity
5	Living things and their habitats Animals, including humans Properties and changes of materials Earth & space Forces
6	Animals, including humans Evolution & inheritance Living things and their habitats Light Electricity

Religious Education and Collective Worship

R.E is taught in all classes and follows the Surrey Agreed Syllabus. It covers the main religions of the world including Christianity. R.E enables children to understand the nature of religion, its beliefs and practices. Collective worship is held in the form of assemblies, either whole school, key stage or year group. Parents are invited to join class assemblies.

Personal, Social and Health Education

PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy and independent lives.

Pupils take part in a range of activities enabling them to work with others and recognise their own worth. They reflect on experiences and tackle many of the moral and social issues we see in school life. The pupils learn to understand and respect diversity and differences, enabling them to form effective relationships with others.

Pupils become more aware of how to look after themselves through both Science and PSHE. We also aim to give pupils understanding of the importance of diet, hygiene and exercise.

Sex Education forms part of the Health Education and Science Curriculum in school. Children in Year 6 are taught about the importance of a loving relationship and how their bodies will change through puberty. Parents will receive information regarding this work, prior to the course being studied.

At Furzefield we believe that opportunities for Spiritual, Moral, Social & Cultural experiences, both planned and spontaneous, should be found in every lesson. For this to be achieved we expect all staff to understand, plan and respond to SMSC opportunities. We believe that SMSC Education is the 'golden thread' that runs through the curriculum and the 'soul' of our school.

THRIVE and Rights Respecting Schools resources are used to further support the PSHE curriculum.

Extra Curricular Activities

Furzefield offers a range of Extra Curricular activities both during and after school. There is a Breakfast Club that runs daily before school. Other activities include netball, football, art, sewing, choir, and the Furzefish club. We enter competitions against other schools whenever possible.

Visits

At Furzefield, we believe that visits are an essential part of the children's learning. Day visits take place for all children in the school and Year 6 have the opportunity to go on a residential trip. As we try to offer as many visits as possible, the school cannot pay for the cost on its own therefore voluntary contributions will be requested to ensure visits can take place.

Assessment and Record Keeping

Assessment is a continuous process that takes place in all aspects of school life. It takes many forms including discussion, observation, written feedback as well as more formal testing. We aim to build a complete picture of each child's development physically, academically, socially and emotionally.

As children move through the school, we carefully track their progress in reading, writing and mathematics and use this information to plan for further progression. This tracking information is reported to and discussed with subject leaders and other senior staff at regular 'pupil progress meetings'.

National Curriculum Tests

At the end of Year 2 and Year 6 pupils are required to take part in Statutory Standardised Assessment Tests (SATs). These are summative assessment tests in English and Maths for Key Stages One and Two. The results of these tests are published to parents.

Foundation Stage Learning Journey

This is an ongoing assessment based on the three core and four specific areas of learning in the Foundation Stage. The learning journey builds up a picture of each child's progress in all

of these areas and informs planning for further progression. The learning journey is accessible to parents and carers at any time and is discussed in regular consultations throughout the Reception Year.

Year 1 Phonics Screening

A statutory phonics screening check is administered to all year 1 pupils in the summer term. It consists of a list of 40 words, half real words and half non-words, which children read to a teacher. The check confirms whether pupils have learnt phonic decoding to the standard needed to become effective readers. Pupils who have not reached the appropriate standard will receive extra support to achieve these skills.

Pupil Support

Inclusion – Pupils with Special Educational Needs

Pupils with Special Educational Needs are supported within the normal classroom environment, but may be withdrawn to work in an ability group, supported by a teacher and teaching assistants. Assessment, advice and support is provided by a range of outside agencies including Educational Psychology, Learning and Language Support, Speech and Language Therapists, Behaviour Support and professionals from the Health Service.

The school has an on-site KS2 Specialist Centre for pupils with learning difficulties, and currently has places for 16 children. Most of the Centre pupils live outside the school's catchment area and travel to school by taxi or school bus. Admission to the Centre is for pupils who have an Educational Health & Care Plan (EHCP) or an old Statement of Special Educational Need. The application process is managed by the Local Authority, with an intake of Year 3 pupils in September of each school year.

Pupils attending the Centre are taught in small classes, with a high ratio of adults to pupils. The Curriculum, teaching approaches and classroom resources are adapted to the needs of the pupils. Pupils are taught in class bases in the morning for English and Maths, but integrate with their own year group in the main school for other subjects, whenever possible. For further information on the school's provision for pupils with Special Educational Needs, please ask for a copy of the Special Needs Policy or speak to the school.

More Able and Gifted Pupils

More able pupils are those who demonstrate a higher level of ability than most pupils of the same age in one or more of the curriculum areas, or in thinking and social skills. These pupils are identified by their class teacher. The school holds a Gifted and Talented register. The needs of children are catered for through careful differentiation. In Key Stage Two, setting allows more able pupils to be challenged alongside other pupils of similar ability.

Safeguarding/Child Protection Procedures

The safety and welfare of the child is of paramount importance. The school follows the legal procedures of Safeguarding and Child Protection for young people. The authority requires the Headteacher to report any obvious or suspected cases of child abuse. A copy of the Child Protection and Safeguarding Policy is available in school.

Supporting good behaviour

The school has a positive approach to behaviour management. Systems are in place to reward good behaviour and to provide consequences for inappropriate behaviour. Pupils are rewarded for their achievements with praise, team points, 'caught being good' cards, 'star of the week' certificates and postcards sent home. There are few school rules, but these cover most eventualities and are displayed in classrooms. Pupils are encouraged to be responsible for their actions and know that there are consequences that are consistent throughout the school for making the wrong choices. Behaviour logs are kept in school and parents are kept informed about the entries for their own children. We ask parents to support the school's approaches to behaviour management, and to reinforce these to children when adults and children are on the school site.