



FINTON HOUSE SCHOOL

CURRICULUM POLICY

Members of staff responsible: Katie Cousins (Deputy Head – Academic)
Anna Chambers (Assistant Head: Curriculum)
Sophie Ryder (Assistant Head: Teaching and Learning)

Revised: September 2025

Governing committee/sub-committee responsible: Education Committee

Signature: Annabel Tuckey, Academic Governor

Signature: Ben Freeman, Headmaster

This draft policy is currently being reviewed by the Academic Team and will be signed off by Governors at the full board meeting in the Autumn Term

A copy of this policy is available to all governors and parents via the school website or a hardcopy on request from the School Office. It is accessible to all staff electronically (in the Policy folder on the Staff Admin Drive) and a hardcopy held on file in the Head's Office. This policy applies to all at the school including those in Reception (the EYFS).

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Version	Policy Update
September 2023	<ul style="list-style-type: none"> • Reference to creative thinking (p2) • Removal of reference to Covid 19 (p5) • Removal of reference to co-ordinators setting budgets (p7) • Updating of data in Appendix A & B
September 2024	<ul style="list-style-type: none"> • Removal of reference to Virtually Finton booklet (p6) • Y5 & 6 1:1 devices (p7) • Governor attendance at parents' evening removed (p8) • Keeping parents informed minor changes to procedures (p8) • Updating of Appendices
September 2025	<ul style="list-style-type: none"> • Removal of links to Display policy (now integrated into Teaching and Learning Policy. • Updated Appendix A and B

1. Definition

At Finton House, the curriculum comprises of all learning and experiences planned for our pupils. The school provides full-time education that extends beyond the classroom and includes trips and workshops, as well as many themed events such as Poetry Week, STEAM Day, Outdoor Learning Day, Languages Day and the Big House Afternoon.

2. Aims

Finton House aims to provide a broad, current and inspiring curriculum within which progression, continuity and challenge are key and all children are suitably equipped for life in a rapidly changing world. It focuses upon developing a pupil's linguistic, mathematical, scientific, technological, human and social, physical, aesthetic, creative, moral, spiritual and cultural understanding. It also recognises the importance of teaching thinking skills. The curriculum is underpinned by a belief in equality of opportunity for all, regardless of class, race, creed, gender or ability. It is set out in the schemes of work, which are designed to take into account the differing ages and developmental stages, aptitudes and needs of all individuals, including those within the EYFS and those with an EHC plan. The overarching aim of the Finton House curriculum is to enable each child to become a confident, resilient and enquiring learner with key skills (including speaking, listening, literacy and numeracy) and an enthusiastic approach to learning that will remain with them for life.

As a whole school community, we create an effective and well-managed learning environment in which the individual needs of all pupils are met. Children learn through enriching experiences both at school and at home. There is a strong partnership between parents and the school to ensure the children are always encouraged to try their best. A growth mindset is developed to allow children to rise to the challenges that are set for them.

The Finton House curriculum supports the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is a curriculum that effectively prepares pupils for their secondary education and the opportunities, responsibilities and experiences of future life. The curriculum has safeguarding central to all it does, including recognising its responsibilities in upholding the 'Prevent Duty'. Further details of this are included in the PSHEE policy, RSE policy and Child Protection & Safeguarding Policy.

3. Curriculum Areas and Subjects

Throughout the school, the curriculum is delivered through a careful balance of class teacher and subject specialist teaching. It is broad and balanced, and contains planned opportunities for practical, creative, independent and active learning, which enables the children to develop their linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative knowledge, understanding and skills. Our curriculum is designed to develop well adjusted, confident and happy children.

The curriculum is comprised of the following subjects:

- Art*/Creative Development
- Computing*
- Critical Thinking
- Design Technology*
- English (including phonics, writing, grammar, spelling, drama, reading & comprehension & library lessons)
- Geography
- History
- Languages (French, Spanish, Latin)*
- Maths
- Music*
- Outdoor Learning
- Personal, Social, Health and Economic Education (including RSE and mindfulness)
- Physical Education* (including gym, playground games, dance, field games and swimming)

- Religious Education
- Reasoning
- Science

*Denotes subjects taught by specialist teachers

The Finton House curriculum is set out in the school's policy, schemes of work and plans for each subject. These draw upon the EYFS framework and the National Curriculum, as well as the 11+ ISEB Common Entrance syllabus and other 11+ entrance requirements including scholarships.

Within all year groups there is a careful balance of both discrete and cross-curricular planning. Good communication between all members of staff ensures that opportunities for cross-curricular work are optimised and a holistic approach to learning is promoted. Scheme of Work Overview grids are also available to all staff on the W drive and on Frog.

4. Curriculum Leadership

Finton House has one or more specialist teachers in the following subjects:

- Art
- Computing
- Design and Technology
- Languages (French, Spanish, Latin)
- Music
- Physical Education

Other areas of the curriculum are taught by class teachers and supporting teachers (including the Deputy Head - Academic, Deputy Head - Pastoral, SENCO, Learning Support Teachers, etc.). Class teachers receive continued training and professional development/expertise to ensure high quality and knowledge rich teaching in the remaining subjects. Each of these curriculum areas (English, Maths, Science, Geography, History, RE and PSHEE) are co-ordinated by subject co-ordinators (usually representing different phases of the school - Lower, Middle or Upper) who work closely together in supporting others and developing the curriculum.

See Appendix B for a list of subject leaders for 2025-2026.

It is the responsibility of the subject co-ordinators/specialists to monitor the teaching of their curriculum area and to:

- Take the lead in policy development and production of schemes of work designed to ensure progression and continuity in their curriculum area throughout the school.
- Keep up-to-date with developments in their curriculum area and to disseminate information and support colleagues in the planning, teaching, resourcing and evaluating of lessons.
- Manage their curriculum budget.

In addition to the monitoring of the curriculum carried out by subject co-ordinators, the Academic Team carry out an annual book scrutiny. The book scrutiny aims to look at a cross section of the whole school to ensure there is consistency in teaching and learning as well as examples of good practice. Detailed verbal and written feedback is given to the appropriate teachers and co-ordinators.

5. Wider Curriculum

Finton House has an extensive programme of extra-curricular activities to enrich the experiences of all pupils. We aim to provide opportunities for creative, academic and physical skill development. These include musical concerts, curriculum events, fundraising activities, sports teams, House days, educational workshops, visits and residential trips, which vary from year group to year group. During their time at Finton House children are able to go on a number of different educational visits and trips. We believe trips are an integral part of a broad and balanced education. In particular, they provide the children with opportunities to undergo experiences not

available in the classroom. In addition, there are opportunities to attend residential trips in Years 3-6, which encourage greater independence and the development of social skills. At Finton House, we also offer a range of varied and stimulating extra-curricular clubs that run both outside and during the school day.

A list of current clubs is available at the school office. Please see the Clubs Policy and the Educational Visits Policy for further detail.

Finton House Values

At Finton House we promote core personal values; self-belief, kindness, respect, resilience and morality. The children are encouraged to show these values in everyday life as well as through the curriculum. The values are embedded throughout the year and are promoted and discussed during assemblies, PSHEE lessons, trips and more.

Pupil Voice

Children are actively encouraged to share how they feel and use their opinions to promote change. They achieve this through regular pupil council meetings, as well as making use of the pupil's suggestion box. Children are encouraged to bring ideas to staff so they can be actioned where possible. Previous examples of this include introducing initiatives to become more sustainable and involvement in charitable activities.

6. Reception (EYFS)

Finton House has been granted exemption, by the Department of Education, from the learning and development requirements of the Early Years Foundation Stage (EYFS). Our Reception curriculum contains subject matter and teaching methods that are tailored to the personal, social, emotional and physical development, and communication and language skills of the children as well as their interests and aptitudes ensuring the curriculum remains compliant with regard to the EYFS framework. It draws upon the principles of the EYFS to provide a broad curriculum which underpins future learning and is challenging and enjoyable for all children.

See Early Years' Policy

7. Curriculum Documentation

To ensure that all curriculum documentation is readily available to staff at all times, the following is available on Frog (VLE) for each subject:

- policy
- curriculum overview

In addition, the following is kept in shared folders on the staff intranet:

- schemes of work - detailing learning objectives, suggested activities and resources
- medium term plans for all subjects - produced half-termly or per topic
- supporting documentation - resources lists, progression of skills documentation, etc.
- curriculum development plans

The Finton House schemes of work are regularly reviewed and updated by the subject co-ordinators and/or specialists in conjunction with relevant teachers and the Assistant Head: Curriculum, Assistant Head: Teaching and Learning, Deputy Head - Academic.

8. The School Day and Curriculum Allocation

The Finton House provides full-time education. The school day runs from 8.30am to 4.00pm Monday to Thursday and from 8.30am to 3.30pm on Friday. This equates to 37 hours.

The timetable is built around 20 minute slots, with the majority of lessons running for 40 or 60 minutes. *Please refer to Appendix A Curriculum Allocation 2025-2026.*

In addition to the teaching time detailed above, all year groups have timetabled class time, lunches and breaks.

The allocation of curriculum time to each subject is reviewed annually by the Academic Team. Changes are approved by the Head and any significant changes are discussed with the Governors.

9. Meeting the Needs of All Pupils

Finton House is committed to meeting the needs of all pupils, including those who are more able or gifted and talented, and those with an Educational Health Care Plan. The schemes of work and half termly plans for all subjects take into account the ages, aptitudes and needs of all pupils and, where appropriate, the curriculum and/or timetable is adapted or developed to meet the needs of individuals and groups. Children learn in different ways and the teacher is responsible for ensuring that teaching and learning supports this. Lessons are differentiated as appropriate for the needs of individuals.

At times, children may be withdrawn for extra support or receive additional support in the classroom. This support may be provided by Assistants, Learning Support Teachers, Therapists or the school's SENCO or Assistant SENCO. The amount of support depends on the needs and profile of the child. It may be specific support for particular subjects or areas of physical need, or more general support. Where appropriate, Additional Support Targets (ASTs) will be in place.

See: Teaching and Learning Policy; including the section on Provision for More Able Pupils, Special Educational Needs Policy; and Inclusion Policy

At Finton House, all classes are mixed-ability and we firmly believe in the benefits of mixed-ability teaching. However, we also recognise that as children develop at different rates and have different needs, that careful and flexible grouping (including ability-based grouping) is a valuable method of supporting the teaching and learning process and meeting the needs of individual pupils.

As such, the timetable is organised to ensure there are timetabled opportunities for grouping, both within a class and across a year group. Such grouping is flexible and regularly reviewed according to the needs of the children.

10. Planning

In order for children to have an effective learning experience, each lesson must be well planned. This is achieved through thorough long, medium and short-term planning.

Long-term plans provide an annual overview of the schemes of work, which are centrally stored so they are available to all teaching staff to promote the development of cross curricular links. They detail the subjects and topics to be covered in each year group throughout the academic year.

Medium-term plans are produced by each year group or subject specialist teacher on a half-termly basis. A Finton House standardised form is available for medium-term planning. These documents detail the learning objectives, planned activities, differentiation and assessment. Medium-term plans are centrally stored so that they are easily accessible to all teaching staff.

Short-term plans are produced weekly and reviewed and amended as appropriate on a daily basis. Short-term plans detail the specific activities to be covered in each lesson throughout the week.

This is generally recorded by individual teachers in their planning books. Each year group has a weekly planning meeting in which teaching and learning is reviewed and evaluated, ideas are shared and plans for the coming week are discussed. This is an opportunity for teachers to consider how best to develop the children's learning skills. Following these planning meetings, teachers and assistants plan for individual pupils or groups within their class including SEND, EAL and MAP, whilst ensuring that there is consistency across the year group.

For more information, please refer to the Teaching and Learning Policy.

11. **Assessment, Recording and Reporting**

At Finton House, we believe that assessment, recording and reporting are an integral part of teaching and learning and that good practice enhances the learning of our pupils. There is a regular cycle of assessment and reporting over the course of the year. Regular assessment, evaluation and monitoring of teaching and learning is used to inform future planning. Both written and verbal feedback is given to the children and parents through oral feedback, marking in books, progress reports, end of year reports and parents' evenings.

Teachers assess, monitor and reflect on the achievements of each pupil on a regular basis. Pupils are actively encouraged to be involved in the process, we believe that self-assessment, peer-assessment is an integral part of the teaching and learning process. Progress is assessed as part of a continuous process which feeds back into lessons.

For more information, including an assessment cycle chart, please refer to the Assessment, Recording and Reporting Policy.

12. **Technology and Computing**

At Finton House, children are prepared for life in a rapidly changing technological world. Computing is taught both as a discrete subject by the school's specialist teacher, and by all teachers as an integral part of each subject and everyday life. Digital literacy is taught from Reception to Year 6 through an enriching curriculum. Programming, touch typing and online safety skills are developed through the school to prepare the children for a technological future.

Computers, laptops, iPads, Spheros, programmable robots and data loggers are just some of the tools that children at Finton House use to acquire, organise, store, manipulate, interpret, communicate and present information.

In addition to having a well-equipped Technology Suite, there is a computer, interactive whiteboard or panel, and wireless internet access in all teaching rooms. The school has banks of laptops and iPads which can be booked out and used in any classroom or specialist teaching area. This enables technology to be fully embedded in the curriculum, ICT skills to be developed in a cross-curricular manner and technology to support learning in all areas of the curriculum. In Years 5 and 6, children are issued with their own iPad for use in school and for homework.

For more information, please refer to the Computing Policy.

13. **Curriculum Development**

The curriculum at Finton House is regularly reviewed and updated in line with the evolving needs of our pupils and national developments and recommendations in the field of education.

Each curriculum area produces a Curriculum Development Plan linked to the school development plan where appropriate. This Development Plan clearly sets out areas of focus and development for the coming year. Curriculum Development Plans are discussed with the Academic Team who meet the co-ordinators on a regular basis throughout the year. All Curriculum Development Plans are stored on a shared area of the school intranet so that they are widely available to all staff.

When appropriate, curriculum audits are completed by all subject co-ordinators and specialists responsible for leading a subject. Audits may include the following:

- Documentation
- Teaching and learning
- Allocation of time, staff, inset
- Resources
- Subject leadership
- Other areas

Training needs are regularly assessed and INSET (whole staff, group and individual) is organised to ensure that staff are well informed and equipped to deliver the curriculum confidently and effectively.

Lessons are monitored through observation by the SLT, Academic Team, subject co-ordinators and Academic Governors, and lesson observation and feedback is central to the staff appraisal process.

14. Keeping Governors Informed

The school has an Education Committee which meets each term, prior to the Board Meeting. Minutes from these meetings are shared with the full Governing Board.

Governors are warmly welcome and regularly attend school to observe lessons or special events (e.g. poetry recitals & carol concerts), discuss and review areas of development, and speak with staff. Where lesson observations and meetings with children and staff have taken place, feedback is shared directly with staff involved and added to the Education Committee Minutes. Governors also come in to offer support and their expertise.

The governors are involved in all key decision-making processes that relate to the breadth and balance of the curriculum.

15. Keeping Parents Informed

Finton House has an open door policy which ensures that staff are always willing to discuss curriculum matters with parents. Introductory Evenings are held each September which provide parents with an opportunity to meet with class teachers and learn about the year ahead. Parents are kept fully informed of the curriculum through the Parent Portal section of the school's VLE which includes:

- A copy of the class timetable. Where appropriate, individual pupil timetables are also provided for parents e.g. for pupils with Educational Health Care Plans.
- A Curriculum Guide (annual and by half term) for each year group which details the curriculum to be covered in all subjects and how parents can support at home.
- A weekly feed of snapshots of learning in the classroom via the MyFrog app.
- Additional Handouts e.g. maths, phonics and reading.
- Access to the School's photo galleries, Sports Portal and weekly podcasts and newsletters.

In addition, the school website has separate pages for each curriculum area, and parents are informed about whole school curriculum events and achievements through the weekly newsletter and social media e.g. Twitter, Instagram and Facebook.

Special events, such as forums and visiting speakers, are organised each year to ensure parents are informed about educational issues. Recent talks have focused upon growth mindset, resilience, anxiety and internet safety.

Parents are kept informed about their child's individual progress via Parents' Evenings and written reports. *Please see the Assessment, Recording and Reporting Policy for full details.*

16. Remote Learning

The school is prepared for any remote learning which may need to take place for individuals, groups or the whole school. Remote learning will be based around the use of Frog, the School's VLE, and Teams. Throughout any period of remote learning, the focus will be upon maintaining a broad and engaging curriculum whilst supporting the children's wellbeing and maintaining a sense of community.

17. Links to other Policies

The Curriculum Policy needs to be read in relation to a wide range of other policies including individual subject policies and the following:

- Assessment, Recording and Reporting Policy
- Child Protection & Safeguarding Policy
- Cultural Development Policy
- Early Years Policy
- English as an Additional Language (EAL) Policy
- Equal Opportunities Policy
- Inclusion Policy
- PSHEE Policy & RSE Policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Educational Visits Policy

The delivery of the curriculum is monitored by The Deputy Head Academic, the Assistant Head: Curriculum and Assistant Head: Teaching and Learning on a regular basis.

Appendices

Curriculum Allocation for the Academic Year 2025-2026.

The table below details the minutes allocated per week to each subject, commencing September 2025. In addition to these lessons, each class has timetabled breaks and Class Time.

Subject	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English (Includes Drama, Phonics, Guided Reading & Library) ***	320	300	330	280	315	260	240
Maths	210	255	280	280	260	235	320
Science	130 (Topic)	60	60	60	80	70	95
Geography		70 (Topic)	115 (Humanities)	115 (Huma nities)	120 (Humani ties)	60	55
History						60	55
Religious Education		35	40	40	35	35	40
Art	60	60	60	60	60	60	60
Design Technology	-	40	40	60	60	60	55
Outdoor Learning, Creative Development & Activities	225	110	95	-	-	-	-
Music	80	80	75	80	80	80	80
PE (Includes Games, Gym, Dance, Playground Games, swimming)	130	170	185	210	215	205	210
Languages * French (Including Spanish & Latin)	40	35	30	40	60	60	60 (120)*
Computing	40	40	40	60	60	60	55
Reasoning *	-	-	-	-	35	80	80*
Critical Thinking	-	-	-	-	20	20	20
PSHEE/RSE (Including Reflection time for Y3-6) **	80	40	40	60	80	80	80
Assembly	55	55	55	55	55	55	55

* In Year 6, reasoning is only studied in the Autumn Term. In the Spring Term and Summer Term, curriculum time is reallocated to languages, enabling the Y6 children to learn Spanish and Latin as well as French.

**From Y3-6 children now have a dedicated reflection time to focus on their learning skills and personal targets.

***Drama has now been incorporated into allocated English time.

Coordinators and Heads of Department 2025-2026

Key Aspects	Leader(s)
Deputy Head – Academic Assessment & Reporting	Katie Cousins
Assistant Head: Curriculum Assistant Head: Teaching and Learning	Anna Chambers Sophie Ryder
11+	Kate Mackenzie
Assistant Head: Early Years	Sasha Davies
Assistant Head: Learning Skills	Rachel Cooke
Curriculum Areas	Leader(s)
Art	Susannah Moore
Computing	Andrew Dyer
Design Technology	Debi Oosthuizen
English	Susan Dalton Maud Shannon Sophie Grant
Humanities	Charlotte Case (Maternity Leave until Dec 2025) Joe Pryor Susan Seale
Languages	Zoe Olivier
Maths	Adria Hippisley-Cox Rachel Cooke Jack Davidson
Music	Maria Nikitidou
Outdoor Learning	Hannah Evans Lily Davis
Personal, Social, Health & Economic Education (PSHEE) and RSE (Relationships and Sex Education)	Pandora O'Brien Lettie Sale
Physical Education	Anthony Dalton
Religious Education	Clare Hewitson Hannah Evans
Science	Joe Walton Emily Jenkins
Sustainability	Lindsay Doy Zoe Olivier Bruce Welch

*Bold denotes Head of Department.