



Curriculum Policy

Author: S. Purdue
Issue Date: January 18

To be reviewed: January 2020

Rationale

We believe that all children whatever their abilities and capabilities have the right to receive a broad, balanced, relevant and stimulating education which provides progression, values difference and diversity and promotes community cohesion and tolerance in 21st century Britain. Everything we do is therefore rooted in our values based approach to education.

Aims

The school aims:

- To cater for the needs of all children irrespective of gender, ethnic or social group, or ability
- To facilitate children's ability to acquire knowledge, skills and qualities which help them to develop intellectually, emotionally, socially, morally, physically and spiritually
- To enable all of our pupils to become independent, responsible, tolerant, open minded thinking, confident and considerate members of the community
- To create and maintain a stimulating and creative learning environment
- To ensure each child's education provides continuity and progression
- To ensure all tasks are matched to a pupil's needs and capabilities
- To treat all children with dignity and respect
- To ensure all of our children are happy, secure and enjoy their learning
- To develop a growth mindset for each child which encourages resilience, determination and perseverance
- To recognise the crucial role of parents and make every effort to involve them in the educational process
- To provide a broad and balanced curriculum to stimulate and inspire its pupils
- To develop the spiritual, moral, social and cultural understanding of each child.

Children will be taught to:

- Acquire a set of shared moral values such as respect, care, responsibility, honesty, tolerance, sincerity and truthfulness on which to build their own behaviour
- Be adaptable, solve problems, work independently and work in teams
- Make reasoned judgements and choices based on evidence and previous learning
- Enjoy their learning, be eager and put their best into all activities
- Think mathematically in a variety of situations using concepts of number, algebra, measurement, shape, space and handling data
- Listen and read for a variety of purposes and be able to communicate their meaning accurately and appropriately through speech and writing
- Develop an inquiring mind and scientific approach to problems
- Solve problems using technological skills
- Use information technology to solve problems, research and record understanding
- Communicate knowledge, creativity and feelings through various art forms including art, drama and music
- Understand the geographical, historic and social aspects of the local, national and international environment

- Recognise the links between family, local, national and international events and personal heritage
- Develop agility, physical co-ordination and confidence in and through movement
- Consider the basic principles of health, hygiene and keeping safe
- Reflect on spirituality, different beliefs and world religions
- Behave in an appropriate way to take responsibility for their own actions
- Care for and take pride in their school and their environment
- Develop tolerance, respect, and appreciation of the needs, capabilities and feelings of others
- Develop non-sexist, non-racist and non-discriminatory attitudes

Implementation

These aims will be achieved by following the Early Years foundation stage and the national curriculum. For pupils with special educational needs or those who are deemed to be more able, the Early Years foundation stage curriculum and the national curriculum will be used as the starting point for planning a curriculum to meet the needs of these pupils. Teachers will modify the curriculum of study if this is necessary to provide all pupils with relevant and appropriately challenging work at each key stage.

Monitoring and Evaluation

The implementation of this policy is the responsibility of the Head Teacher and the Governing Board. The Head Teacher will monitor the curriculum through weekly planning and evaluation checks, regular class room observation, work scrutiny, learning walks, pupil interviews, monitoring of SEND Support Plans, pupil tracking and whole staff moderation exercises.

The Head Teacher will report progress regularly to the Governing Board and governor focused visits will relate to areas of focus within the current School Development Plans. All such visits will involve an interview with the curriculum leader and the head teacher. A report will be made to the Full Governing Board after the visit.

This policy will be reviewed every three years but will also respond to any changes in primary education nationally or locally.