



Curriculum Policy

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Rationale

What is our Curriculum Intent?

At Silsoe VC Lower School, we are passionate about enabling all of our children to develop a love of learning. 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.

Our exciting curriculum covers in detail the Silsoe Curriculum's aims. It is rich in knowledge, skills and meaningful experiences. All subjects are highly valued and equip our children with a breadth of knowledge and understanding in every area of the curriculum.

At Silsoe VC Lower School, our Christian vision aspires for all members of our family to 'live life in all its fullness'.

We believe that the whole curriculum should engage children so they not only see a value and use for learning but come to appreciate that the concept of lifelong learning is a key component in a rich and fulfilling life.

Our vision drives our thinking for which learning experiences and curriculum activities will allow every member of our school community to flourish.

What does our Curriculum Implementation look like?

Detailed information on each curriculum subject's intent and implementation can be found within each curriculum section on our website. However, each curriculum area is implemented through a consistent Silsoe progressive and engaging approach.

Silsoe's Curriculum Aims

We will achieve our curriculum intent by the way in which we;

- Cater for the needs of all children irrespective of gender, ethnicity, social group, or ability
- Facilitate children's ability to acquire knowledge, skills and qualities which help them to develop intellectually, emotionally, socially, morally, physically and spiritually
- Enable all of our pupils to become independent, responsible, tolerant, open minded, thinking, confident and considerate members of our community
- Create and maintain a stimulating and creative learning environment
- Ensure each child's education provides continuity and progression
- Ensure all tasks are matched to a pupil's needs and capabilities

- Treat all children with dignity and respect
- Ensure all of our children are happy, secure and enjoy their learning
- Develop a growth mind-set for each child which encourages resilience, determination and perseverance
- Recognise the crucial role of parents and make every effort to involve them in the educational process
- Provide a broad and balanced curriculum to stimulate and inspire our pupils
- Develop the spiritual, moral, social and cultural understanding of each child.

These aims will be achieved by following the Early Years Foundation Stage (EYFS) Statutory Framework 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.

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

We aim to provide, through high quality teaching and learning experiences, every child with the key knowledge and skills they require to achieve in all subjects and develop a love of learning which will be with them for their whole life.

What is the Impact of our curriculum?

Our curriculum intent, 'enabling life in all its fullness', is achieved when our children:

- Demonstrate being confident learners
- Are ambitious for themselves and strive to be the best that they can be, now and in the future
- Are risk takers, resilient and continually challenge themselves
- Achieve and learn throughout each day
- Commit to and display their Christian values in all that they do
- Demonstrate to others the care and nurture shown to them
- Have a positive attitude and desire towards lifelong learning
- Develop, articulate and demonstrate their own beliefs, values and mind-sets
- Understand their responsibility in our global society

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. These termly focus visits will involve a review with the Subject Leader and appointed Governor resulting in a written report to the Governing Board.

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