

## Curriculum Policy and Curriculum in Practice Policy

The School Curriculum consists of:

- The formal programme of lessons,
- The informal programme of cross-curricular activities,
- The Ethos of the School, which centres around a concern for the quality of relationships within the School and equality of opportunity for children and adults involved in school life.

### The Formal Programme

The School follows two, age-related curriculums focusing on different skills and lessons, which are:

- **The Curriculum for the Foundation Stage:**
  - Personal, Social and Emotional Development,
  - Communication in Language and Literacy,
  - Problem Solving, Reasoning and Numeracy,
  - Knowledge and Understanding of the World,
  - Physical development,
  - Creative development.
- **The National Curriculum:**
  - The Core Subjects of Literacy, Numeracy, Science and I.C.T.,
  - The Non-Core Subjects of History, Geography, Design and Technology, Music, Art and Design, and Physical Education,
  - Religious Education,
  - Cross Curricular themes of Personal, Social and Health Education and Citizenship, Social, Moral, Spiritual and Cultural.
  - Modern Foreign Languages.

### The Informal Programme

The School offers, without prejudice to race, nationality or national or ethnic origin, many opportunities for children to live, work and play together. Frequent visits are made off the School site to enhance the Curriculum, and children are involved in supporting the local community in many ways, such as entertaining elderly residents and raising funds for local charities. In School, opportunities are given to develop musical and dramatic skills through productions put on for parents, whilst many sporting activities are offered to children as 'after school clubs'.

The School is split into 'Houses' to build up team-spirit, and Houses compete for the House Cup, which is awarded weekly for children's efforts in class. Badges and certificates are awarded to children for achieving a number of 'targets' set by the teacher, showing commendable behaviour, making great effort or progress or executing exemplary work.

### Relationships and Opportunities

The Staff and Governors see the importance of good relationships between all people involved in the child's education, as such:

- School/Parent relationships are enhanced and developed through:
  - Open evenings,
  - Writing in the 'Reading Record'/Homework Book,
  - Encouraging parents to work within the class and School,
  - The Parent and Teacher Association, that is encouraged to develop the resources of the School through money raising ventures, and to develop a social element to the involvement of parents,
  - Educational evenings for parents to discuss curriculum matters.
- School/Child relationships are encouraged through measures such as:
  - Being positive,
  - Being enthusiastic,
  - Providing a challenging and stimulating learning environment,
  - Encouraging children to work both individually and as part of a group.
- Child/Child relationships are encouraged to portray many characteristics, such as being:
  - Positive,

- Friendly,
- Supportive.
- It is to be noted that stern action is taken with children who bully, fight or steal, and the effects of their actions on others are made clear.

The Staff are particularly aware of gender and allow equal opportunities to girls and boys in all class work.

### **Best Value**

The Curriculum is delivered using the principles of 'Best Value' to maximise the resources of materials and equipment, as well as Teachers and Teaching Assistants, within the constraints of the School's annual budget, in ensuring continuous improvement in the School.

### **The Curriculum in Practice**

The School Curriculum Policy is translated into practice by linking teaching and learning styles to the needs of the class, group and individual child. Each child should have progression and continuity in their educational development.

Within the work of every class, there should be opportunities for children to experience a range of learning activities to give breadth, balance, differentiation and relevance to work. A broad Curriculum means that all the areas of learning are being covered. Teachers ensure that each area of the Curriculum is covered by careful planning of the work in conjunction with the School guidelines. A balanced Curriculum means that the areas of learning receive adequate time and that the type of activity undertaken by the children is varied from lesson to lesson. A relevant Curriculum allows the children to draw from their own experiences, and thereby enhance their development. Teachers select work that interests the children and which takes into account their age and aptitude. A differentiated Curriculum allows for the development of children at different rates. By careful planning of the work, the Teacher is able to set tasks of different complexity for the range of ability and development in the class, therefore including everyone in the learning process.

This Policy is correct as of 2017. Changes may have occurred since via Work Sampling outcomes and Governor/Staff/Children Recommendations.