

GOODRINGTON SCHOOL'S CURRICULUM POLICY

Introduction:

The aim of Goodrington is to provide a school that cares about its pupils being secure and happy while they learn. At all levels the staff are able to create a friendly learning environment whether in the Pre-school or in the broad-based academic lessons in the Main School. The principle that children learn best when they are at ease and confident in their surroundings, is integral to the school's ethos.

All pupils have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account, including the ages, aptitudes and needs, including where necessary, those pupils with an EHC plan. The school's curriculum comprises all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the pupil's experience. It also includes the 'hidden curriculum' – we as a school have high expectations of the behaviour of the pupils and we expect this to be reflected in their demeanour. Staff are expected to set an example with regards to the way the pupils interact. We want pupils to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential, following the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. The school works to ensure that planning and delivering the curriculum is broad and varied in order to make learning exciting and motivating for the pupils.

We enable all pupils to learn, and develop their skills, to the best of their ability and promote a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning. By aiming to fulfil all the requirements of the National Curriculum and teach pupils about the developing world, including how their environment and society have changed over time; we enable them to be creative and to develop their own thinking.

Pupils are given every opportunity to appreciate and value the contribution made by all diverse groups in our multi-cultural society, enabling them to make a positive contribution as citizens. Teaching pupils to have an awareness of their own spiritual development and to distinguish right from wrong, helps them understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all. Having respect for themselves and developing a sense of high self-esteem, empowers pupils to live and work cooperatively with others.

We acknowledge that all pupils should:

- Learn to be adaptable; how to solve problems in a variety of situations
- How to work independently and as members of a team
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best efforts into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school

- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety

The curriculum and inclusion:

The curriculum is designed to be accessed by all pupils who attend the school. We are committed to meeting the needs of all pupils and if we think it necessary to modify some pupil's access to the curriculum, we do this in consultation with their parents or carers. Following a consultation, it may be necessary to have an Initial Concern Form or Pupil Passport put in place, with review appointments indicated. All reasonable steps are taken to ensure that pupils with learning difficulties are not placed at a substantial disadvantage. Teaching and learning are appropriately modified for pupils, for example; there may be a special learning programme, extra help from a teacher or assistant, working in a smaller groups, observations in class or at break, help taking part in class activities, extra encouragement in their learning, e.g. to ask questions or to try something they find difficult, help communicating with other children, support with physical or personal care difficulties, e.g. eating, getting around school safely or using the toilet, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

Conversely high achieving pupils are set challenges appropriate to their needs, therefore stretching their abilities.

The role of the subject leader:

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and advise colleagues on issues related to the subject
- monitor pupils' progress and standards in that subject area
- provide efficient resource management for the subject
- keep up to date with developments in their subject, at both national and local levels.

The Early Years Foundation Stage:

Our school fully supports the principle that young pupils learn through play, and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the

pupils in their Pre-school learning. Each term in the Reception class, the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each pupil.

Staff are well aware that all pupils need the support of both the parents/carers and by building positive partnerships and by keeping parents/carers informed about how their children are being taught they know how well they are progressing.

The Pre-school and Reception (EYFS) classes are made up of the following 7 areas:

PRIME AREAS

- Personal, social and emotional development,
- Physical
- Communication and language

SPECIFIC AREAS:

- Literacy
- Mathematics
- Expressive arts and design
- Understanding the world

At the end of the year the practitioner then records the pupil's development and passes all information to the Year One teacher to help them plan for them in that year, in accordance with the Transition Policy.

Key Stage One:

The National Curriculum for pupils in Years 1 and 2 is more subjects based and offers a broader range of subjects including:

- English
- Maths
- Science
- History
- Geography
- P.E.
- R.E.
- Drama
- Music
- Art
- PSCH Ee
- Computing

The core subjects of English and Mathematics are taught daily and great emphasis is placed on the importance of reading, spelling, handwriting, number bonds and tables. The pupils still have practical experiences within the subjects, as well as the more structured written work. Please refer to <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> for full details of the framework for the national curriculum at Key Stage 1 which includes:

- contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter
- aims for the statutory national curriculum
- statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum
- programmes of study for Key Stages 1

Specialist Subject Teaching:

Specialist tutors teach the following subjects:

- French
- Computing
- Music

At the end of the year the practitioner then records the pupil's development and passes all information to the next teacher to help them plan for them in that year, in accordance with the Transition Policy.

Key Stage Two:

The curriculum for pupils in Years 3 to 6 is based on National Curriculum guidelines for Key Stage 2, and all pupils in Year 6 take the Key Stage 2 tests each May. The following subjects are taught.

- English
- Maths
- Science
- History
- Geography
- P.E.
- R.E.
- Drama
- Music
- Art
- PSCHEe
- Computing

The core subjects of English and Mathematics are taught daily and great emphasis is placed on the importance of reading, spelling, handwriting, number bonds and tables. The pupils still have practical experiences within the subjects, as well as the more structured written work. Please refer to <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> for full details of the framework for the national curriculum at Key Stage 2 which includes:

- contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter
- aims for the statutory national curriculum
- statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum
- programmes of study for Key 2

Specialist Subject Teaching:

Specialist tutors teach the following subjects:

- French
- Computing
- Music

At the end of the year the practitioner then records the pupil's development and passes all information to the next teacher to help them plan for them in that year, in accordance with the Transition Policy.

Homework:

Homework develops a partnership between school and home and is considered to be a valuable element of the teaching and learning process.

Pupils are encouraged to work at home on a regular basis to:

- consolidate and reinforce skills in English and Mathematics
- find out information by using the library or Information Communication Technology
- read in order to prepare for lessons
- develop confidence and self discipline

The pupils have homework each night and the pupils are encouraged to take responsibility for their own learning.

Extra-Curricular Clubs:

Goodrington offers the following extra-curricular clubs:

- Mon: Booster Club (Yrs. 5-6): 3:15-4:30pm.
- Mon: Maths Club (Yrs. 2-4): 3.15-4.15pm
- Weds: Cookery Club: (Yrs. 3-6): 3:15-4:15pm
- Thurs: Karate (Yrs. 1-6): 3.15pm-4.30pm
- Fri: Sport's Club: (Yrs. 1-6): 3pm-4pm

Monitoring and review:

The curriculum committee of the Governing Body is responsible for monitoring the way in which the school curriculum is implemented. The governors liaise with the respective subject leaders via the Head Teacher, and monitor closely the way in which subjects are taught.

The Head Teacher is responsible for the day-to-day organisation of the curriculum. The Head Teacher monitors medium, short term and weekly plans on a regular basis to ensure the requirements of the curriculum are being met and that all lessons have appropriate learning objectives.

This policy is monitored by the governing body and will be reviewed every year, or before if government changes are necessary.

J. R. ELLENBY HEAD TEACHER

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