

Curriculum Policy

1. Introduction

At The Beeches we recognise the importance of constructing a firm foundation on which all aspects of education are built. It is our explicit aim to provide the pupils with a broad and balanced curriculum that emphasises literacy, numeracy and ICT and which stimulates their interest in a wide range of cultural, aesthetic, physical and environmental issues. Our curriculum is underpinned by principles that are consistent through the school.

2. Aims and objectives

Our curriculum meets the requirements of the National Curriculum, it is well planned to ensure pupils experience the teaching and learning to which they are entitled. Our curriculum is based on rich first hand experiences and role-play. Links are made between subjects to maximise the use of time. It is related to the children we teach, engenders a sense of awe and wonder, fun and excitement about learning. We will maximise creativity and seek to develop the pupils' imagination. Our curriculum will be structured with the opportunity to change and include and take advantage of events.

We believe success for all pupils builds on the skills and abilities that the pupils bring to school and is based on high expectations of what the pupils can achieve. We take account of pupil's differing learning styles and needs, and their stages of development. We aim for pupils to make progress through regular assessment and target setting and build in continuity as pupils move through the school. We expect pupils to develop as independent learners and to develop and extend their learning on the basis of their skills and interests.

We believe learning depends on good relationships and partnerships between pupils and adults, teachers and teaching assistants in the classroom and through work at home with parents. Our practice is informed by current research into motivation, behaviour and the needs of pupils learning with English as an additional language.

- to help pupils enjoy learning and to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills;
- provide policies, including schemes of work which cause planning to identify the **key elements** for each subject and help pupils acquire knowledge and skills relevant to the NC and adult life and employment in a fast changing world;
- to help pupils to use and apply the skills and ideas they acquire in one subject to their work in other subjects;
- to instil respect for religious and moral values, and tolerance of other races, religions and ways of life;

- to help pupils to understand the world in which they live, and the independence of individuals, groups and nations;
- to help pupils appreciate human achievements and aspirations;
- to ensure that planning and teaching are matched to pupils' prior attainment and to the targets set for them;
- to assess pupils' work accurately and use the information to plan subsequent tasks by implementing the school's assessment and target setting policy;
- ensure that all pupils receive their full entitlement to the full curriculum offered by the school

3. The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Curriculum for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities both indoors and out. Teaching staff in the Reception class use Tapestry observation to assess children's learning which is reported to parents daily to enhance the learning at home too. This information enables staff to plan the curriculum appropriately to promote the next steps in a child's learning.

Foundation Stage areas of learning

- Personal, social and Emotional Development
- Communication and Language
- Physical Development
- Literacy (Reading and Writing)
- Mathematics (Number, Shape Space and Measure)
- Understanding the World
- Expressive Arts and Design
- Characteristics of Effective Learning

4. Key Stage One and Two

The curriculum that we teach in key stage 1 and 2 meets the requirements set out in the National Curriculum 2000. The school uses the Edison Curriculum, this is a structured framework of half termly Learning Units. Foundation subjects and Science are connected by theme and mapped to National Curriculum (NC) requirements. Each Learning Unit has one or two focus subjects which are given priority.

National Curriculum subjects

- English
- Mathematics
- Science
- Design and Technology (D & T)
- Information and Communication Technology (ICT)
- History
- Geography
- Art and Design
- Music
- Physical education
- Personal, Social, Health and Citizenship Education (PS H CE)

(Religious Education is a required subject but is not part of the National Curriculum. Every school has to follow their Locally A greed Syllabus)

5. Other Aspects of the Curriculum

Core Learning Skills

Core Learning Skills is based on a spiral curriculum that teaches learning and life skills. Each half a term focuses on and intentionally teaches and provides opportunities to develop the skills during lessons.

Term 1 (1st half)- Learning with Others

Term 1 (2nd half)- Developing Independence and Responsibility

Term 2 (1st half)- Improving Own Learning and Performance

Term 2 (2nd half)- Knowing me, Knowing you

Term 3 (1st half)- Thinking Skills

Term 3 (2nd half)- Speaking and Listening

The aim is for children to understand themselves better as learners and so to take control of and responsibility for their learning.

Global Dimensions

Our children are growing up in an increasingly interconnected world and the school has a strong global dimension to its curriculum. This enables children to understand that the world consists of different countries, each country with its own people and culture and to help children become global literate and responsible global citizens. With the aim that all children will become responsible global citizens, aware of their world, full participants in global matters and the well-being of the world.

Eco schools

Ecology and sustainability are important issues for the school with the children at the forefront of creating a strong green ethos. These issues are taught throughout the curriculum as well as during 'eco weeks'. The children are working towards several 'green awards' and are actively involved in green projects around the school. The school has recently received a

commendation from the Peterborough Environmental awards. There is currently an eco club and the opportunity for children to take part in an ecological residential course with other schools.

6. Equal Opportunities

We have high expectations of all children at The Beeches, regardless of gender, race, religion, culture, age, ability or background. Work is differentiated, through a variety of methods, to suit different abilities and prior learning, to ensure all achieve to the best of their ability.

The curriculum, methods, styles of learning and support, will be adapted to provide for those children with Special Educational Needs, English as Additional Language and those who are Gifted and Talented.