



## Curriculum Policy

### Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of *all* in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

To be read in conjunction with our DDA scheme, Equal Opportunities Policy and accessibility plans. See also related policies: Teaching and Learning, SEN, Early Years, Able Gifted and Talented, Home Activities Guidelines and all subject based policies.

### **At Bournes Green Infant School we believe:**

- In equality of opportunity and the potential of all our children and our staff to achieve the highest possible standards
- That we foster the self-confidence, self-esteem and independence of everyone in our school
- That we develop resilience, concentration and the ability to persevere when faced with problems
- That promoting healthy minds and healthy bodies will enable our children to make the most of the learning opportunities that we offer
- Learning and teaching is the route to:
  - equality of opportunity
  - spiritual, moral, social and cultural awareness
  - physical, emotional and intellectual development

- Education must prepare our children to become life-long learners and citizens who respond positively to the opportunities and challenges of the rapidly changing world in which we live
- That children need :
  - A happy, caring, well-ordered environment with clearly set out golden rules in which they feel secure
  - A broad, balanced and challenging skills based curriculum differentiated to meet individual needs
  - Guidance to lead them through the curriculum
  - Inspiration to stimulate their interest and give them a sense of purpose and an enjoyment of learning
  - Access to all areas of the National Curriculum and the Early Years Foundation Stage
  - The opportunity to learn through structured play and talk
  - Opportunities to develop their understanding through collaborative work
- In the importance of working in partnership with home, school and the community

### Aims

- ◆ To bring learning to life by:
  - drawing upon the diverse backgrounds of all children in our school; building on what they already know as we further develop their skills, knowledge and understanding
  - providing a rich, balanced, stimulating and increasingly personalised curriculum
  - inspiring our children; giving them an enjoyment of learning and a sense of satisfaction from personal achievement
- ◆ To provide a happy, caring, well-ordered environment in which children feel secure and in which they can learn the personal, social and emotional skills needed to live together as a community
- ◆ To develop the self-confidence, self-esteem and independence of all
- ◆ To help the child develop:
  - a) Speaking and listening skills
  - b) Ability in mathematics and English
  - c) Simple knowledge and investigative skills
  - d) An awareness of the world in which we live

- e) Self-expression in the arts of music, movement and craft
  - f) The acquisition of practical, physical and technological skills
  - g) Problem solving skills
  - h) Personal and social skills that will prepare them to be citizens of the future
  - i) An awareness of what it means for them to be healthy
- ◆ To develop and encourage moral and spiritual values, awareness of the needs of others and some understanding of cultural and religious differences
  - ◆ To promote good relationships with the local community and to encourage close co-operation between home and school

### **Enrichment, Coherence and Continuity**

We have developed a skills based curriculum, however we are continuously reviewing this in light of new developments.

Learning is enhanced if its context is stimulating and based, whenever possible, on first-hand experience, practical experience and creative opportunities. Account is also taken of opportunities for off-site learning by means of school visits and community experience. We also use IT, visiting speakers and drama groups to enrich the curriculum.

We aim to present the curriculum as coherently as possible, so that pupils can increasingly see how it interlinks. This enables children to use and apply their skills as they explore topics in more depth.

The design and delivery of the curriculum takes account of the principle of skill progression.

### **Curriculum Design**

We adopt a cross curricular approach to learning where possible.

Our long term plan ensures that all areas of the National Curriculum / Early Years Foundation Stage are covered.

We offer differentiated teaching and learning opportunities, to meet the wide range of abilities, interests and aptitudes of our children.

We aim to build in opportunities for children to exercise choice as we believe this adds to the enjoyment of learning and encourages independence.

Opportunities are provided for additional enrichment activities including PSHE, Swimming, Drama, Fine Motor Skills and French.

We ensure plans are in place to support children who would otherwise find it difficult to access our curriculum.

We track all children to ensure that our curriculum provision enables them to make progress.

### **Extra Curricular Activities**

We believe extra curricular opportunities to be an important and enriching part of school life. Our programme of extra curricular clubs is continually changing to provide a range of opportunities. We also use visits and visiting speakers, drama groups etc. to enrich the curriculum.

### **Education as a Life-long Process**

Knowledge is rapidly expanding and society is changing fast; so we place emphasis on skills, understanding and attitudes as well as knowledge so that learning can be carried forward through life. Our curriculum aims to equip young people to face change and take advantage of the opportunities that arise in their later lives.

### **Parental involvement**

Research demonstrates the beneficial effect which parental involvement can have on children's learning. We encourage parental involvement and provide home activities, regular meetings and workshops to keep parents informed.

### **Monitoring**

We monitor the effectiveness of our curriculum in raising standards and meeting both national curriculum requirements and the needs of our children. (See Guidelines for Subject Leaders)

### **Review**

This document was revised by staff and approved by the Governing Body in Autumn 2017.

It will be reviewed in line with our Policy and Key Documentation Review Timetable.