

WEST BRETTON J&I SCHOOL

CURRICULUM POLICY

Rationale

All children have a right to a broad, balanced and relevant education which provides continuity and takes individual differences into account. The curriculum at West Bretton School is constructed on the following principles:

- Work in school is designed to meet the requirements of the National Curriculum
- In Foundation Stage, the EYFS Curriculum is taught, providing a broad and balanced curriculum which takes into account the children's developmental needs, and creates a secure and caring environment.
- The School curriculum aims to develop a positive attitude towards learning and to provide opportunities for all pupils to realise their full potential, catering equally for children identified on Gifted and Talented and Special Needs Registers;
- The School curriculum aims to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Aims

West Bretton School aims that through our curriculum, our pupils should:

- Be able to listen, read and express themselves confidently, accurately and appropriately through speech and writing for a variety of purposes;
- 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;
- Ask and answer scientific questions and begin to appreciate the way science will effect their future on a personal, national and global level;
- To use I.C.T. as a tool for information gathering, communicating, problem solving and presentation;
- Appreciate various art forms including art, craft and design, music and drama and be acquiring appropriate techniques enabling them to develop their own inventiveness and creativity;
- Be aware of and compare some geographical, historical and social aspects of their own country and the wider international community;
- Have some knowledge of the beliefs of major world religions;
- Be developing agility, physical co-ordination and skills, safely and with confidence, in and through movement, dance and games, working individually and as part of a team;

- Begin to acquire a set of moral values e.g. honesty, tolerance and respect, on which to base their own behaviour;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Planning and Organisation

Long, medium and short term plans are devised using

- The Early Years Foundation Stage Curriculum
- The Primary National Strategies
- The National Curriculum Programmes of Study
- Wakefield Agreed R.E. Syllabus

Long term planning is based on a two year rolling programme of modules to provide variety and coverage in each mixed year group class. We are currently working towards the introduction of a more creative, skills-based curriculum, having introduced regular themed days and weeks.

Medium and short term planning is objective led and differentiated to accommodate the needs of pupils of varying ages and abilities.

Monitoring and Review

The headteacher is responsible for the overall organisation of the curriculum, ensuring that lessons have appropriate learning objectives, and that the objectives set out in the National Curriculum are being met. Subject Co-ordinators collect and monitor evidence from their areas, and undertake lesson observations throughout school.

Our Governing Body's Curriculum Committee is responsible for monitoring the way the curriculum is implemented. This committee reviews each subject policy.

Parents are informed of their child's progress via an annual written report and regular parents' consultation evenings.

Enhancing the Curriculum

The School believes that the curriculum can be positively enriched by

- Embedding the Open Futures Programme into the curriculum
- Holding regular themed days and weeks
- Using the immediate environment for research, stimulus and inspiration;
- Encouraging visits from speakers, artists and performers to share their expertise and interest;
- Taking pupils outside the immediate environment on educational visits to support their learning;

- Organising after school clubs and sporting and creative activities.

The Formulation and Review of this Policy

This policy should be read in conjunction with the various National Curriculum requirements for each subject area and the Early Years Foundation Stage Curriculum. The contents of the policy were agreed after consultation with staff and governors, and reviewed in Autumn 2009.