

LETHBRIDGE PRIMARY SCHOOL

CURRICULUM POLICY

Our School Vision is as follows

Live, learn and achieve at Lethbridge!

At Lethbridge Primary School we believe that all children have the right to develop into independent, healthy and confident individuals who achieve the very best that they can.

LIVE

Our core aims are for our children to be:

- Independently motivated
- Community-minded
- Confident and self-assured
- Healthy and safe
- Problem solving and curious-minded
- Living within our school values

LEARN

Learning is realised through:

- School staff, parents and children working together in a learning partnership
- Independent learning where children are equipped to take risks and persevere in order to meet their goals
- Inspiring and varied learning activities based on first-hand experiences
- Inclusive environments with high quality teaching and learning expectations for all
- Purposeful and meaningful homework

ACHIEVE

All children achieve highly through:

- Excellent curriculum enrichment activities
- Creating an extensive range of opportunities within a broad-based curriculum

- High quality and enabling learning environments
- Expectations of excellent individual progress within an aspirational culture
- Consistently achieving school results that are significantly above the national expectation

The school's curriculum follows the National Curriculum 2014 and is designed to give pupils the opportunities to fulfill their part in the vision so that learning is gained through knowledge, the acquisition of skills and daily experience.

Our curriculum is designed to be broad, balanced, relevant and geared to the needs of the children. We expect high standards in all aspects of school life and work with the emphasis at all times on providing a supportive and happy atmosphere in which to work. Children will be expected to produce their best possible work and be proud of what they produce.

Children should be encouraged to develop their enquiring minds and be eager to explore the world around them. This will include a practical approach to problem solving, research, experimentation and a suitable choice of communication of the results. Much of the curriculum will be delivered through topics or themes. These will fit into an overall curriculum plan to ensure effective coverage of the National Curriculum as well as continuity and progression. Pupils will have opportunities to have an input into the content of the topic and help shape its direction in order for them to feel that they have ownership of their learning. The curriculum will encompass the study of the world around them and his/her part in it. Much of this work will be highlighted by visits, visitors and memorable experiences that enthuse and engage the child in their learning. Children's learning will be deepened through problem-solving and developing their ability to reason.

Children will work as a class, in groups or as individuals as appropriate. Basic Numeracy and Literacy skills will be seen as vital to the successful development of all aspects of the curriculum and will be accorded priority in planning.

The education of our children is in line with the aims of the National Curriculum and its contents regarding knowledge and skills. In addition, Religious Education is taught as a compulsory subject as the law requires.

The school promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We are a values-based school and these are embedded in the everyday life of the school. We have a School Council with democratically elected members who meet regularly to share and discuss the views and requests of pupils. We operate a restorative justice approach to conflict resolution. We have the international award from the British Council and an increasing number of pupils from other countries and cultures. We promote respect for and tolerance of all religions, lifestyles and cultures. There is a very strong emphasis on Spiritual, Moral, Social and Cultural development (SMSC) throughout the curriculum.

Children will be assessed in a number of different ways:

- On a daily basis through teacher observation and marking of work
- By the use of year group appropriate assessment materials
- Through selected samples of work which show their abilities
- Through tests including commercially produced tests and SAT's
- Through opportunities for pupil self and peer assessment

It is our policy to keep the curriculum under review and to be prepared to amend, adapt and alter the approaches to its teaching as necessary. Teaching will be planned and classes organised in such a way as to maximize the effectiveness of the teaching, using whatever strategies are necessary, and always with the needs of the child paramount. In line with the school's inclusion policy the needs of all pupils will be catered for in the class.

PLANNING

Long term planning will be reviewed on a yearly basis and will take into account the needs and situation of the school for the following academic year. Care will be taken to ensure adequate coverage of the whole school curriculum (including National Curriculum) and to ensure continuity and progression. Planning will be sufficiently long term to enable teachers to feel sure that all aspects of the curriculum will be covered, in depth, whilst the children are in their care.

From this long term planning teachers will produce medium term planning, usually termly showing learning intentions, activities and resources for each subject. This will form the basis of the teachers' daily planning. Pupils will have the opportunity to contribute to the planning process through planned sessions and feedback. Planning will be differentiated to ensure that all groups of learners are suitably challenge make good progress and deepen learning as appropriate.

BROAD GUIDELINES

The curriculum policy operates in conjunction with our School Vision.

The school is a community in which everybody interacts in a caring way, irrespective of age, gender, race or other divisions.

All stakeholders have high expectations of themselves and of others.

We seek to encourage respect for self and others, and provide a framework for mutual support.

We value self-motivation, responsibility, perseverance and pride in all aspects of achievement.

We encourage children to make constructive use of failure, learn from mistakes and recognise that everybody's contribution is significant.

We encourage parent and community support for the children's learning.

As a school within the local community we value the school as an integral part of community life and seek to encourage interaction with the other aspects of the community.

THE LEARNING ENVIRONMENT

It is our aim to provide a quality environment for the children and staff to work in. We expect this environment to be well resourced and organised, and to adapt to the needs of both the quiet, reflective side of learning and also the creative problem solving 'workshop' ethos.

We shall strive to use the best of good primary practice and a full range of teaching strategies to enable the children to achieve their full academic potential and to gain self-confidence, self-esteem and independence whilst in our care.

Reviewed May 2016
Approved by Governors May 2016
To be reviewed Summer 2017