

MILBORNE ST ANDREW FIRST SCHOOL

CURRICULUM POLICY

This policy is due for review by March 2016

1 Introduction

- All pupils have a right to a broad, balanced and relevant education that provides continuity and progression, and takes individual differences into account.
- The school caters for the needs of individual pupils of both sexes from all ethnic and social groups, including the most able, those who are experiencing learning difficulties, and those with disabilities.
- Work in school is planned to meet all the requirements of the National Curriculum.
- In addition to this policy there are separate policies covering the provision of Sex & Relationships Education, Drug Education, Collective Worship & Religious Education, the core subjects of Literacy and Mathematics and Science and the non core subjects.

- 2 Pupils normally start in Reception Class in the September before their 5th birthday and follow a 1-year Early Years Foundation Stage (EYFS) programme.
- 3 Pupils spend the next 4 years (Years 1-4) working to cover the requirements of the National Curriculum before moving to middle school.

All classes have mixed ability pupils who work together as a class, in small groups, and individually as determined by the class teacher.

Class teachers can be assisted by Cover Supervisors and Teaching Assistants who may supervise groups of pupils.

All pupils, including those with special educational needs (SEN), undertake the full range of activities. Teacher assessments inform planning and determine the level of differentiation.

We will provide all pupils at our school with high quality teaching and learning experiences in well resourced and maintained learning environments. We want all pupils at our school to be effective learners who are

- interested in and motivated by their work
- questioning and challenging
- happy and confident
- independent
- on task and attentive
- able to communicate and apply knowledge
- able to show initiative and take non-hazardous risks
- full of self-esteem.
- Involved in self assessment
- Responsible citizens in local and global community.

The school aims to facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they become independent, responsible, useful, thinking, confident and considerate members of the community.

We endeavour at all times to set work that is challenging and motivating, and encourages the pupils to talk about what they have been doing.

- 4 The school intends that before pupils move to middle school they should
 - read and write with confidence, fluency and understanding
 - understand the sound and spelling system and use this to read and spell accurately
 - have fluent and legible handwriting
 - have an interest in words and their meanings and develop an appropriate vocabulary
 - be able to plan, draft, revise and edit their own writing
 - be interested in books, read with enjoyment, and evaluate and justify their preferences
 - develop their powers of imagination, inventiveness and critical awareness through reading, writing and discussion
 - convey information accurately and appropriately through speaking, drawing and writing
 - have good basic numeracy skills and know how to apply them
 - be able to communicate their knowledge and feelings through forms of art such as painting, drawing, craft, music and drama
 - learn to be adaptable and solve problems in a variety of situations
 - work both independently and as members of a team
 - begin to acquire a set of moral values such as honesty, sincerity and personal responsibility on which to base their own behaviour
 - develop an enquiring mind and a scientific approach to solving problems in a variety of situations
 - acquire 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
 - be aware of other times and places and recognise links among family and 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.
 - know how to stay safe on line.

- 5 To encourage these skills and attributes we will
 - use a range of teaching strategies including assessment for learning to engage pupils
 - provide opportunities for pupil participation
 - encourage learners to draw on their own experiences, use initiative and show independence
 - provide a range of opportunities for learners to demonstrate knowledge and understanding
 - develop positive behaviour management
 - model good relationships with all pupils and adults in the school
 - have good control and clear pupil management strategies
 - show trust and respect
 - share enthusiasm for learning
 - treat all pupils fairly
 - support pupils when they make mistakes and take risks in their learning

- provide easy access to a wide variety of resources and a stimulating learning environment that is organised, safe, supportive and attractive
- foster a curiosity about the world in which we live and allow avenues for enquiry
- give pupils the opportunity to learn in an active way
- encourage a wide range of methods for recording and presenting their work.
- Value, celebrate and display pupils' work

6 At Key Stages 1 and 2 Milborne First School follows The National Curriculum 2014.

Please refer to individual subject policies, curriculum coverage and topic overview and class curriculum leaflets for further information.

We liaise closely with our partner schools in the Greenwood Tree Academy Trust to ensure a transition to middle school that is as seamless as possible.

Pupils are taught each of the core subjects both discretely and through cross curricular sessions and these skills are further enhanced through the teaching of Art and Design Technology, Art, Computing, Personal and Social Health and Citizenship Education (PSHCE), Modern Foreign Languages (MFL), Music, Physical Education (PE), Religious Education(RE), Geography, and History in cross-curricular sessions.

Revised February 2015 by staff

Adopted