

CHARLTON SCHOOL CURRICULUM POLICY

The curriculum comprises of all the planned activities that we organise in order to promote learning and personal growth and development for our pupils. It includes not only the formal requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education, but also the wide range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the 'hidden' curriculum, or what children learn from the way they are treated and expected to behave. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their potential.

AIMS

The curriculum will help our pupils to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and ICT
- Explore and understand the world in which they live
- Be able to make informed decisions about keeping themselves safe
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Express an appreciation of a wide range of human achievement
- Develop personal, social, moral, cultural and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable, lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Develop their physical skills
- Set high personal standards of achievement and value excellence
- Be positive citizens in society

To achieve these aims, the curriculum is planned to be;

Broad so that it provides a wide range of knowledge, skills and experiences

Balanced so that each subject has sufficient time to contribute effectively to learning

Creative to contribute to the development of pupils' imagination and creative use of media and materials

Relevant so that learning can link the pupil's experience to applications in the world at large

Coherent so that topics can be linked to make learning more meaningful and also enable pupils to apply what they have learnt in one subject to others

Progressive so that teaching builds systematically on what has already been learnt

Differentiated so that teaching is matched to the aptitude and ability of pupils

Accessible so that there is equality of opportunity for all

Enriched to offer a variety of visits, outdoor learning experiences, first-hand experiences and a range of cultural and multicultural experiences

Enjoyable to help motivate pupils and promote lifelong learning

Challenging to enable all pupils to reach their potential

Organisation and Planning

We plan our Curriculum in four phases; The Early Years Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.

Early Years Foundation Stage

This curriculum meets the requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS). Our planning focuses on the Early Learning Goals; the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five. Our school fully supports the principle that young children learn best through play, and by engaging in well-planned structured activities. Teaching in the EYFS builds on the experiences of children in their pre-school learning.

Key Stage 1 and 2

We agree a long- term plan for each subject across the school. This indicates which units of work are to be taught in each term, and to which groups of pupils. We review our long-term plan on an on-going basis.

Our medium term plans organise the teaching and learning for each term. Cross curricular links are noted here. Schemes of Work give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We have adopted the National Literacy, Speaking and Listening and Numeracy strategies for our school and use the guidance documents to support our medium- term planning. KS1 Maths planning is based on the Hamilton scheme and KS2 Maths planning is based on the published Abacus scheme.

KS2 area planning ensures that parallel classes experience the same curriculum opportunities.

Our short-term plans are those that teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify the resources and strategies to be used in the lesson. Short term planning identifies differentiation to address the range of abilities in the group. Gifted and Talented and More Able pupils are given enrichment or extension activities as appropriate which would be identified on planning. Differentiation in writing and reading is addressed through 'guided' writing sessions with targeted groups.

Throughout the school we plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and RE and Early Learning Goals, and there is planned progression in all curriculum areas.

Our curriculum is broad and balanced. In order to achieve this we may block some learning in subjects into weeks or half a term. Over the six terms of an academic year each pupil has the opportunity to experience the full range of National Curriculum subjects and RE.

EQUALITY of OPPORTUNITY

The school is committed to the curriculum being available to all pupils, with equal and appropriate access regardless of ability, sex, race, cultural or religious group or community.

Each pupil is encouraged and supported to reach his/ her, full potential for academic attainment and personal development, regardless of ability or disability. The school strives to foster a positive and inclusive atmosphere where there is a shared commitment to respect and celebrate diversity and promote good relations.