



CURRICULUM POLICY

Opening Statement

Forest Park school is dedicated to promoting the welfare of its pupils within an inclusive environment; our policies and practices encompass the needs of all our children from Early Years Foundation Stage to Year 6 across all aspects of school life including out of school provision (for more details relating to EYFS see EYFS policy). It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community

Overview

This policy provides an overarching framework that translates the values and aims of the school into effective teaching and learning. It covers both the Curriculum, which provides a balanced foundation and secures an entitlement for all pupils, and all that is learned in school, formally and informally, within and beyond the school day. The policy establishes principles against which other policies and procedures can be developed or checked so that they are consistent and coherent.

The policy embraces policies and procedures for admissions, assessment, equal opportunities, health and safety, homework, nutritional standards, performance management, race equality, school visits, SEN, sex education, staff discipline, and teaching and learning.

The school aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community and appreciate human achievement and aspirations in such areas as art, music, science, technology and literature.
- Offers children the opportunity of linguistical, mathematical, human and social, physical and creative education.
- To teach PSHE to truly reflect the school's aims.
- Provide a broad and balanced curriculum and to incorporate its delivery through effective teaching and learning strategies in order to stimulate high achievement and the realisation of each child's potential and ensure that each child's education has continuity and progression.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.
- To enable all pupils to develop lively enquiring minds and the ability to question rationally so that they can respond positively to the opportunities and challenges as future workers, citizens and parents in a rapidly changing world.

The school aims to enable all pupils to:

- To have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful and well balanced.
- Be enthusiastic and eager to put their best into all activities.
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour.
- To behave in a dignified and acceptable way and learn to become responsible for their actions.
- Care for and take pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-sexist and non-racist attitudes
- To have a basis from which to make informed and realistic choices and decisions at all stages.
- To have an informed perspective about the role of the individual in the community, society and the world of work.
- 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.
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- Develop an enquiring mind and scientific approach to problems.
- Have an opportunity to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring 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 and be aware of other times and places and recognise links among family, 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.

Principles of the Curriculum:

Breadth - A broad curriculum will bring pupils into contact with the elements of learning (knowledge, concepts, skills and attitudes) and the areas of learning experience (aesthetic, creative, human and social, linguistic and literacy, mathematical, moral, physical, scientific, spiritual and technological).

Balance - A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence - A coherent curriculum will be planned as a whole and embrace the different areas of learning and experience so that they do not appear as discreet and unconnected but as contributing to overall progress and achievement.

Relevance - A relevant curriculum will take account of the previous learning of the pupils and their readiness for new experiences.

Differentiation - The curriculum has to allow for differences between children, even of the same age and within the same class. Differentiation involves matching tasks to pupils' ability balancing challenges with the likelihood of success for each student across the ability range. It implies a need for variation in teaching approaches and classroom organisation.

Accessible - To ensure that there is equality of opportunity for all pupils.

Teaching and Learning:

Forest Park School places emphasis upon the notion that teaching and learning are as significant as curriculum content in determining pupil progress and achievement. To this end we seek to develop shared experience between learners themselves and the value of formal and informal learning situations.

Forest Park School will endeavour to:

- Promote the view that learning should be experienced as something which is enjoyable, engaging, rewarding and confidence building.
- Regard assessment as an integral and valuable element of the learning process in order to diagnose difficulties and chart progress.

Assessment, Progressing and Recording Achievement:

Forest Park School undertakes the formal external assessment of each student's achievement in relation to the core subjects in National Curriculum, 11+, Independent Grammar School entrance examinations and SATS.

Forest Park School will adhere to policy and practices which will ensure coherence between the detailed objectives and guidance set down in schemes of work and teachers' lesson plans as they affect the learning needs of individual pupils to include:

- a) Clear shared learning targets
- b) Consistent marking procedures
- c) Continual assessment
- d) Standardised tests (as appropriate)
- e) Internal tests
- f) External tests

Role and responsibilities of the teaching staff

The teaching staff will ensure that:

- The curriculum is delivered effectively, with reference to the various policies of the school such as Homework Policy, Assessment, Recording & Reporting, Special Educational Needs, Equal Opportunities etc.

- The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate.
- Planning is relevant to the needs of the children.
- Subject Leaders provide a strategic lead, support and advise colleagues, and monitor progress in their area.
- The procedures for assessment meet all legal requirements and results are published.
- There is equality of access to the whole curriculum.

Role and responsibilities of the Headteacher

The Headteacher will ensure that:

- A broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy.
- The Governing body is involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan.
- The Governing body is advised about statutory targets and results in order to make informed decisions.
- School policies are approved and/or reviewed at appropriate intervals.
- A monthly report is given to Governors on curriculum and other developments.
- Governors are informed about the nature of any parental complaints.
- All school policies and procedures are checked against the principles set out in the curriculum policy.
- All teaching staff fulfil their roles and responsibilities (see above)

Role and responsibilities of the Governing Body

The Governing Body will:

- Have a strategic input into the School Improvement Plan.
- Consider the advice of the Headteacher when setting targets and monitor progress towards those targets.
- Monitor progress towards curriculum and other objectives in the School Improvement Plan.

In addition to monthly reports the governing body receives an annual monthly from the Headteacher on standards, detailing:

- Comparisons with national averages.
- Gender; ethnicity; special educational needs
- The evidence of the impact of national strategies on standards
- The views of staff about the action required to improve standards

DISSEMINATION OF THE POLICY

All members of staff and Directors will receive a copy of this policy. Copies may be reviewed by parents on request to the Headteacher or via the school website.

PROCEDURES FOR POLICY MONITORING AND EVALUATION

This policy will be reviewed, evaluated and updated annually to assess its relevance and effectiveness.