



LEECHPOOL PRIMARY

CURRICULUM POLICY Policy Statement

All children have the right to a broad, balanced and relevant education that provides continuity, progression and allows them to flourish in areas of natural talent whilst developing the learning skills that will serve them throughout their lives.

The work at Leechpool will be planned to deliver national curriculum and Early Years Foundation Stage requirements in ways that inspire, motivate and meet the social and emotional needs of our children and take individual differences into account.

Aims

The Environment

The school will: -

- treat every child with respect. (The children decided that Respect is the universal rule for the school.)
- seek to meet the needs of every child, taking into account differences in; gender, ethnicity, social and economic backgrounds, personal strengths and learning difficulties and endeavour to remove barriers to learning wherever they occur
- provide a broad and balanced curriculum planned around high quality units of work in which the children acquire the skills, knowledge and understanding necessary for their future success as responsible, confident and considerate members of the community in school and beyond
- develop stimulating, meaningful and 'real' learning experiences which cater for the children's needs and learning styles
- make the development of learning skills; Resilience, Relationships, Risk Taking, Reflectiveness, Responsibility and Resourcefulness, alongside Respect, core to the education process
- support and enhance the children's intellectual, emotional, social, physical, moral and aesthetic development
- develop a thinking curriculum which will be infused into the learning experiences and develop the children's awareness of their own thinking and the skills that will help them in the areas of: information management, problem solving and decision making, being creative, working with others, self-management.
- ensure that each child's learning has continuity and progression
- create and maintain an exciting and stimulating learning environment that helps to immerse the children in their learning, celebrate their achievements and reflect the values of the school
- ensure that all children have access to the work set and that it is differentiated to allow children of all levels of ability to move towards mastery
- ensure that all children have access to a variety of technologies and the opportunities to develop their technological skills
- place learning within a global and lifelong context



The Child as an Individual

The school will create conditions so that all children will be: -

- happy in school
- feel safe in school
- respectful of others, irrespective of differences, showing tolerance and understanding
- resilient in their work
- reflective in their learning, able to be their own critical friend
- risk takers, where challenges are met with excitement rather than fear
- able to build positive and effective relationships within a range of different groups and settings
- responsible for their actions and their consequences
- resourceful when tackling problems, both in their thinking and in their use of the available resources and technology
- respectful of the school, taking pride in collective achievements

The Child as a Learner

The school aims that all children should learn to: -

- solve problems in a variety of situations, both independently and in groups
- make judgements and choices based on the available evidence
- think critically and methodically when solving problems in a mathematical context
- speak and listen effectively for a variety of purposes in a range of settings
- communicate expressively and accurately in writing for a wide range of purposes and in real life contexts
- communicate expressively and creatively through; art, design, music, dance, drama and computing
- adopt an enquiring and questioning mind that does not just accept what it is told or shown
- understand the geographical, historical, economic and social aspects of their local environment, and Britain, and begin to identify different world regions and countries and their major features
- understand the significance and impact of international events
- describe and show appreciation of some of the beliefs of the major world religions
- develop physical co-ordination, agility and confidence in and through movement and games
- take responsibility for their own hygiene, health and safety, and be able to share these concepts with others

The Parent/Carer

The school recognises the crucial role that parents/carers play in their child's education, and is committed to encouraging, supporting and facilitating this process as a partnership, putting the child's needs at the centre.

Refer to the Home/School Agreement and Home School Curriculum books.



Is this working?

Children

- Can children talk with confidence about what they have learned, using correct terminology?
- Do children enjoy their learning?
- Does the learning have a purpose the children understand?
- Is the learning planned in a context that brings it alive for the children?
- Are children carrying out independent work?
- Are the children aware of the specific skills that they are learning?
- Are the children aware of the criteria for success?
- Are children able to recognise their achievements and identify where they can improve?
- Are children aware of and can direct their own thinking for a range of challenges?

Teachers

- Are teachers becoming more knowledgeable?
- Do teachers have higher levels of confidence in delivering all areas of the curriculum?
- Can senior leaders and subject leaders give feedback about what is working well?
- Can teachers plan coherent units of work based on long term plans?
- Is there coverage and progression of skills and knowledge across the curriculum?
- Are teachers able to seek support from subject leaders when they are less confident?
- Are teachers making the children and parents aware of their next steps?

Parents and Carers

- Do parents and carers give positive feedback about their children's attitudes to school?

This policy will be reviewed annually by the Leadership Team, in co-operation with staff.