



LYMPSTONE C OF E PRIMARY SCHOOL

POLICY STATEMENT: CURRICULUM

Version	Amendment summary	Approved by	Date approved	Date of next review
1.0	Annual review	Curriculum committee	Dec 2010	Dec 2011
2.0	Annual review	Curriculum committee	Dec 2011	Dec 2012
3.0	Annual review	Curriculum committee	Feb 2013	Feb 2014
4.0	Annual review	Curriculum committee	March 2015	March 2016

As a school community we believe in a curriculum that should be balanced and broadly based. Our curriculum is based on the New 2014 Curriculum and covers all of the recommended and statutory aspects. As well as this we have designed a curriculum and delivery styles that:

- Challenge knowledge and independence
- promote the spiritual, moral, cultural, mental and physical development of pupils at the school
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- Create life long learners who are enthused and stimulated by fact and fiction, the arts and science, maths and creativity.

We aim to help all pupils:

- to develop lively, enquiring minds, together with a willingness to ask questions and to argue rationally
- to think and to act creatively and with imagination
- to gain knowledge, skills and understanding appropriate to a fast-changing world, so they may be self-reliant and adaptable
- to acquire in particular the enabling skills of literacy and numeracy
- to develop an understanding of the past which will help them to live successfully in the present and to plan intelligently for the future
- to grow in confidence and independence, and to appreciate the value of co-operation
- to understand the feelings of others, to respect their values and to consider thoughtfully their own attitudes, values and beliefs

- to achieve their true potential, and to take pride in that achievement, while taking pleasure in the achievement of others
- To have ambition and be challenged in their understanding and knowledge

A balanced curriculum also requires:

- cross-curricular themes including citizenship, health education and environmental education
- activities which enrich or extend the curriculum including extra curricular clubs, and events, trips, festivals, and activity weeks and community programmes which enhance learning from firsthand experiences

Learning Environment

Learning is a complex process and we believe that children learn effectively in many ways and that effective learning can take place when many of the conditions below are fulfilled:

- Children feel cared for, respected, valued and confident
- Children take an active part in their own learning by taking responsibility for it
- High expectations of learning and tasks are shared so that children know how to achieve.
- At different times for different purposes learning is organised in whole class groups, small groups and on an individual basis
- The learning environment is attractive and stimulating
- The classroom is designed as a workshop where children can use working walls and independently access information already learned
- There is a caring, relaxed atmosphere within a structured classroom management setting
- High expectations and clearly defined limits of acceptable behaviour are known to both children and adults and remain consistent throughout the school
- We recognise that in many situations children learn in a social context by doing things with others who are more skilled or knowledgeable
- We recognise that individual children use different strategies for learning, and plan our teaching accordingly
- There is an understanding that children learn at different rates. New learning depends upon the learning that has gone before and it is important that the new learning is integrated or reconciled with previous knowledge and skills.
- Learning is differentiated to ensure everyone can succeed.