

Ranskill Primary School – Curriculum Statement

At Ranskill, we believe our curriculum should be one in which our pupils experience opportunities which enable them to achieve success, are inspired to try out new things and take risks in their learning. We plan and devise a challenging curriculum full of exciting activities which all our children enjoy.

We plan cross curricular projects which include learning challenges. Pupils' ideas/opinions are gathered in the planning stage and used to inform the development / focus of projects. With the arrival of the new Primary Curriculum from September 2014 our curriculum framework reflects the new content. In addition to the basic curriculum, we believe that children learn best through a variety of enhancement and enrichment activities. This enrichment through experiences outside the school site, using visitors / providers to school, by links to community groups and organisations and, when appropriate, using children in the role of expert.

Certain areas of the curriculum lend themselves to specific approach through 'blocked' project work such as theme days and weeks e.g. science or maths investigation weeks, RE themed days.

Use, apply & investigation type skills in maths are taught on a regular basis and a core theme of our maths curriculum is our challenge approach whereby all pupils are encouraged to aim high.

An enriched and formative curriculum content is important, but so are the life- long learning skills that children adopt and develop.

Therefore, our curriculum planning involves learning to learn, key skills such as:

- Information processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills
- Discussing/debating skills

At Ranskill, we believe that Inclusion means that every child should be helped to feel that they belong; we know that every child matters and seek to ensure that all pupils achieve to the best of their ability.

We understand that children bring to school different experiences, interests and strengths and that these influence the way that they learn. We seek to plan our lessons in such a way that enables all pupils to take part in lessons fully and effectively. We do this by:

- Creating effective learning environments
- Securing children's motivation and concentration
- Providing equality of opportunity through a variety of teaching approaches
- Using appropriate assessment approaches
- Ensuring that children understand the objectives of lessons
- Setting targets for learning
- Differentiating work appropriately whilst enabling them to feel challenged

We recognise some children have particular learning and assessment requirements, either through having a Disability / Special Educational Needs, learning differences, or linked to pupil's progress in learning English as an additional language or from within a bilingual family. We take account of these requirements and make provision through differentiation and other methods, as far as is possible, to support individuals or groups of pupils to participate in all curriculum and assessment activities.

We value the partnership we have with parents and we seek to involve our children in the wider community. In aiming to give every pupil the opportunity to experience success in learning, we also aim to recognise particular needs of the more able – our gifted and talented children. We believe that the best provision for most able learners with high ability is not 'more of the same, but harder', but strategies which challenge them by extending their thinking, understanding, knowledge and skills in order to develop learning to a greater depth.