



# Ridgewell C of E VA Primary School

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# Whole School Curriculum Policy Statement

## **Aims**

In our school we aim to provide:

- A love for life long learning.
- A curriculum rich and varied, broad and balanced, challenging and inspiring which enables every individual to fulfil her or his potential to the highest possible standard and to develop individually.
- A caring stimulating and well ordered community where each individuals contributions and roles within the community are valued.
- An atmosphere in which children can benefit from parents and other adults joining in the educational process to enrich the curriculum.
- Access to a social and moral education incorporating Christian values, while encouraging an awareness of the value of the rich diversity of cultures and beliefs, opinions and abilities within local, national and global environments. Every child is encouraged to develop strategies for existing harmoniously alongside others and benefiting from that diversity.
- An atmosphere where each child can be happy, confident, interested, involved, cooperative, responsible and innovative.
- A well-ordered community with expectations of high standards, providing the means for the children to fulfil them.
- A learning environment in which children
  - a) are valued, respected and challenged as individuals,
  - b) have a voice that is listened to,
  - c) participate in an education of the highest possible quality.

This is achieved through showing interest in each child individually where contributions are valued and perspectives respected. We recognise the worth of autonomy, even within a group, thus resisting all stereotyping.

- Equality and access to this vision through providing every individual with a wide range of learning experiences irrespective of gender, age, ethnic background or ability.

## **Provision and Strategies**

Our curriculum materials and teaching reflects this philosophy.

We recognise the various starting points of children's learning through quality discussion where guidance and counselling can take place. There is a need for an education that is relevant to each child's ability, interests and needs. All children are different and the curriculum provided needs to be differentiated to provide learning experiences that meet these individual needs. Establishing good home-school links and effective liaison and recording mechanisms within the school and between schools is also seen to be important.

## **Curriculum Balance**

We see the curriculum as a vehicle for the acquisition of concepts and skills, knowledge, positive attitudes and competence across all areas of study. We believe that the curriculum is a range of activities and experiences we provide to develop each aspect of the whole child.

This includes programmes of study in:-

English

Mathematics

Science

Religious Education  
Computing  
Physical Education  
Music  
Art  
Design and Technology  
Geography  
History  
MFL- French  
Personal, Social, Health Education and Citizenship

It includes learning that takes place both in the inside and outside classroom. We use Forest school opportunities for enhancing learning opportunities for all children.

It also includes activities that take place outside of the usual school day. (Extra-curricular activities)

### **Teaching Strategies**

As teachers we use a range of teaching strategies incorporating tasks both relevant and challenging to all, in an atmosphere of positive reinforcement and praise, where opportunities for success abound.

Through offering a broad range of curriculum experiences we aim to stimulate the child to operate at the highest level, building on a wide range of starting points for growth and enabling the development of pupils' physical, intellectual and aesthetic ability.

We use the following teaching and learning strategies to achieve our aim.

- a) To encourage child-centred activities, to match work to learners' needs, abilities and interests, to concentrate on process as well as product and to involve the child in the learning process in terms of planning, reviewing and evaluations.
- b) To encourage independence in the learning experience, through building qualities such as confidence, self-control, initiative, self-knowledge and ability to work as part of a team.
- c) To develop understanding and skills through first hand experience wherever possible.
- d) To develop an awareness of the role that their learning experiences have in the outside world and their understanding of such cross curricular issues e.g. multi-educational, equal opportunities and health.
- e) To challenge the child to use her or his initiative and inventiveness in identifying and solving problems and to work on group or individual projects through a cross-curricular or single subject approach.

### **Continuity and Progression**

We aim to ensure continuity and progression through a carefully planned programme of study, building on previous experiences, which incorporate meaningful assessment and recording processes between classes and schools.

The mechanisms for achieving this are:-

- 1) Long, medium and short term planning based on the National Curriculum

- 2) The School Development Plan.
- 3) The school curriculum policy documents.
- 4) The expertise of the Headteacher and Curriculum Leaders, which incorporates the effective use of resources.
- 5) Regular assessment and use of tracking data
- 6) Pupil led Targets
- 7) SAT's and other standardised tests.
- 8) Staff Development Plan, which is included within the School Development Plan at a professional and curriculum level.

Reviewed – Autumn Term 2009

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