

Curriculum Statement

Purley CE Primary School

Date of statement: Summer 2014

Reviewed: Summer 2015

Next Review date: Summer 2016



Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Key principles

We want every child at Purley CE Primary School to:

- Develop a lifelong love of learning
- Celebrate their achievements and embrace new challenges with confidence
- Be independent, self-confident and motivated learners
- Develop the ability to communicate effectively
- Value themselves and others in the whole community
- Develop an understanding and concern for the world in which we live
- Be healthy and stay safe
- Understand their responsibility for themselves and others.

Teaching and Learning

We believe children at our school should have the opportunity to learn through a rich curriculum that gives a wide range of first hand experiences, the opportunity to develop skills for life and to develop a positive self-image. We work to achieve this through our Learning and Teaching Policy which has been written by the whole staff and identifies how teaching and learning will be achieved throughout the school.

Curriculum

The curriculum we teach meets the statutory requirements of the Early Years Foundation Stage Guidance and the National Curriculum, in Key Stage One and Two. The context in which the curriculum is delivered places a strong emphasis on pupils' starting points, interests and talents. In order to present the curriculum in a creative and challenging way, the learning objectives have been reviewed and links established between subjects. A thematic approach is used in each year group which provides a structure which is meaningful and interesting to the children. Having mixed age classes, we follow a two year cycle, ensuring full coverage of the EYFS and National Curriculum, but following different themes and topics.

Planning, Delivery and Evaluation

The school aims to provide a challenging environment with planned opportunities for children to learn through a wide range of experiences. There is a balance of self-initiated play, focused enquiry, direct activity and direct instruction. This provides the teacher with opportunities for

observation, shared engagement, focused input and instruction, feedback and guided discussion. Class timetables are flexible, varying on the differing needs of the children and to allow for more depth of learning. We place a huge emphasis on creativity and challenge. Learning may take place both in the indoor or outdoor classroom. Challenge time is built in throughout lessons and in the mornings to give pupils time to extend their learning further and consolidate skills in a practical way.

The Foundation Stage

The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences based on topics the children show an interest in.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning.

During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child.

Assessment for Learning

We believe that assessment must always lead learning and opportunities are developed from knowledge of where the children are. Their level of knowledge and areas of interest are assessed at the start of a theme, and then reassessed at the end. Formative assessments are ongoing and approaches to learning altered to match the needs of the children.

(Assessment Policy)

Inclusion

We believe all children should have equality of opportunity to learn so we take into account any barriers which may hinder their learning. We use a variety of teaching styles and have a creative curriculum where all children can be included and can achieve their full potential in all areas of the curriculum and beyond.