

### **A3: CURRICULUM POLICY**

**This Policy applies to all pupils at the school, including those within the Early Years Foundation Stage**

#### *Aims of the Curriculum*

Stretton School is committed to delivering a curriculum in line with the National Curriculum with an emphasis on developing positive attitudes towards learning and acquiring the necessary skills required.

The School aims to:

- Provide full-time or part-time supervised education for children of compulsory school age (in accordance with Section 8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
- Provide a curriculum which is stimulating, interesting, challenging, relevant and enriching.
- Provide a curriculum which is flexible to changing needs and therefore meets the individual needs of all children.
- Ensure children have access to a broad, balanced and relevant co-education, providing continuity and progression.
- Ensure a holistic approach that benefits all our children so they are prepared for the experiences and opportunities of later life.

- Ensure subjects taught are appropriate for the child's age, and ability, including those with Special Educational Needs or whose first language is not English.
- Ensure that all children have the opportunity to acquire skills in numeracy, literacy, speaking and listening.
- Provide children with the Early Years Foundation Stage framework: a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development, and communication and language skills.
- Ensure children develop their creativity through art, drama and music through a broad and balanced curriculum.
- Ensure children are provided with sporting opportunities relevant to their age and ability including participation in Sports Day.
- Provide a programme of personal, social, health and economic education that reflects the school's ethos and aims, including the teaching of British Values.
- Provide a curriculum which does not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Encourage children to work independently and to have a desire for learning coupled with life-long motivation.
- Encourage every child, parent and member of staff to make a positive contribution to the school environment and feel safe and valued through the promotion of health, achievement and enjoyment.

- Provide a curriculum of equal opportunities and cultural diversity; cater for the needs of individual children, including children who require more support and those who are more able.
- Build on children's prior experiences, skills, knowledge and understanding.
- Enable our children to experience and demonstrate continuous progress and achievement with opportunities for assessment, both formally and informally, to help with future needs and focuses.
- Provide opportunities for pupils to celebrate success and achievement in a variety of ways.
- Involve children in planning, assessment and recording.
- Promote good behaviour and general respect in children.

### *Early Years Foundation Stage*

We ensure that the school meets the requirements of the Statutory Framework for the Early Years Foundation Stage and the curriculum focuses on the Early Learning Goals. As the Framework also takes account of the guidelines set out in "Every Child Matters", children are given opportunities to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

We achieve this by:

- Recording children's development in "Learning Stories", and observations form part of the individual planning for each child. Assessments and observations are shared with parents as communication is key to children making good progress at school.
- Ensuring children participate in a wide variety of structured child-initiated and adult-led activities, both indoors and outside.
- Within the framework, the three prime areas of development (Personal Social and Emotional, Communication and Language and Physical), together with the four specific areas of development (Literacy, Mathematics, Expressive Arts and Design and Understand the World) support children and are linked.
- Provide Swimming and French as part of the curriculum, introduced in Transition and Prep 1 respectively.

### *Key Stage 1*

The curriculum for Key Stage 1 is integrated to achieve the school's aims and so is broad, varied and appropriate. We achieve this by:

- Introducing more structured, teacher-led lessons.
- Encouraging children to become independent learners.
- Providing a rich range of learning experiences, both inside and outside of the classroom.

- Weekly lessons taught by specialist ICT and Music teachers from Norwich School.
- Weekly tennis taught by a qualified tennis coach.
- Participation in both a Christmas Nativity Play and Summer Concert performed to all parents, carers and family.
- Continued emphasis on numeracy, literacy and communication skills by providing teaching in Literacy (speaking and listening, reading and writing), numeracy, History, Geography, Religious Studies, Personal, Health, Social and Economic Education, Music and Singing, Art, Design Technology, Games, Tennis, Swimming and ICT.
- Holding weekly Assemblies which educate and develop fundamental British Values.
- Celebrating children's achievements in Assemblies, class discussions, Newsletters, Reward Stars and Tokens, medals and cups.
- Educational trips linked to topic work and children's interests.
- Annual assemblies led by Prep 1, Prep 2 and Prep 3 to which parents and carers are invited.
- Actively promoting and encouraging communication between school and home through individual parent meetings and written reports.

- Inviting parents to “At Home” evenings at the beginning of the academic year to hear about the curriculum, to explain how subjects are taught and to discuss timetables, and how parents may support children at home.
- “Welcome to the New Term” letters sent out at the beginning of each term outlining how parents can support their child and reinforce skills and understanding.

We ensure that learning takes place in an environment supported by a variety of experiences, including the full use of the school environment, educational visits and knowledge of the wider community including:

- Breakfast and After School Clubs
- Holiday Clubs
- School trips
- Links with our main feeder schools

Agreed and approved by the School Advisory Board

Date: 12 October 2016

Review Date: October 2017