

AIRY HILL COMMUNITY PRIMARY SCHOOL CURRICULUM POLICY

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Date of Next Review	Jan2018	Responsibility	School Improvement Com
Success Criteria for review completion		Responsibility	
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Date of Policy Adoption by Governing Body Jan 2016		Signed	
Method of Communication (e.g Website, Noticeboard, etc)			

This Policy should be considered in the light of the School's Mission Statement, RE and Collective Worship Policies, the Equal Opportunities Policy, the Assessment Policy, the SEN Policy and that concerned with the Gifted Child, the school's Development Plan and the Departmental Development Plans.

Our school's curriculum is all the planned activities that we organize in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organizes in order to enrich the children's experience. It also includes the 'hidden curriculum'- what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to 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 objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

1. Every individual is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
2. At all stages of development education should be structured and should be stimulating, enjoyable and worthwhile, stretching all pupils to the full extent of their individual abilities.
3. There should be equality of opportunity for all pupils.
4. The curriculum should be as broad as possible to provide a wide range of knowledge, skills and experiences.
5. The curriculum should be balanced to give sufficient time to each element.
6. The curriculum should be relevant to be directly related to the learner's experience.

7. The curriculum should be coherent, linking each element to make the learning experience more meaningful.
8. The curriculum should be progressive, the teaching building upon what has gone before to develop skills, knowledge and concepts in a systematic, appropriate way.
9. The curriculum should be differentiated to match teaching methods and lesson content to aptitude, ability and achievement.

In a rapidly changing world, the Governors and Staff, in partnership with the parents and guardians of the pupils, wish to help the pupils:-

- a. To enjoy learning.
- b. To become independent, self-disciplined and self-motivated, achieving the highest standards of which they are capable.
- c. To develop lively, enquiring, imaginative and creative minds which have the confidence to ask questions and the ability to argue rationally.
- d. To acquire the knowledge, skills and training that will be relevant to them not only during their school days but also in adult life and employment.
- e. To develop and be able to act on a set of moral values, beliefs and attitudes and to understand society and their obligations towards it.
- f. To develop concern for the quality of their environment and the ability to understand the world and the inter-dependence of the individuals, groups and nations in it.
- g. To develop an awareness and appreciation of human achievements and aspirations in this and other societies.
- h. To understand and respect the teachings of Christianity but also to appreciate the beliefs of other groups, races and religions both in their ways of life and their points of view.