



Copnor Primary School – Curriculum Policy

Rationale

- We value education because it has the power to change and improve people's lives
- We value success for all through both achievement and attainment.
- We value safety and will promote good safeguarding practice, including combating radicalisation.
- Our focus is on learners and learning, where children will be actively encouraged to have a say in what they learn and how they learn.
- We will meet learners' present educational needs and help them prepare for the future. We will equip them with the skills to live a full life and with the attributes and British values to contribute fully as citizens. These will include valuing themselves and each other, and showing respect and tolerance. This policy should be read in conjunction with the Prevent Strategy, June 2015.
- We want learning and teaching to be inspirational, where teachers are creative in their planning and delivery and children have the opportunity to be creative in their thinking, making links to wider contexts.
- We have high expectations
- We set, and aspire to achieve, challenging targets to raise standards for individuals which will impact positively on the community.
- In order to improve, we will be creative and innovative and take on board the opinions of our students.
- We build on success and learn from mistakes
- We value the school community and the contributions made by all.

Aims of the curriculum

- To provide a curriculum that creates opportunities for children to learn and achieve their maximum potential at all times.
- To build on pupils' strengths, interests and experiences
- To develop pupil confidence in their capacity to learn and work independently and collaboratively through talking partners and group tasks.
- To develop a lifelong love of learning
- To equip pupils with the essential skills of literacy, numeracy/science and information and computing; and to promote an inquiring mind and the capacity to think rationally.
- To provide a broad and balanced education through a curriculum that makes links between important skills within subject areas, allows the children to be creative and innovative in their approach to new tasks, encourages the children to be dynamic and enterprising and enables them to consider the world around them and make a positive contribution to the community in which they live.
- To ensure that the curriculum has the capacity to cover not only knowledge and skills but concepts and attitudes alongside them.
- To promote pupils' self-esteem and emotional well being to enable them to form worthwhile relationships with others and develop the capacity for leadership
To make explicit the values, attitudes and ethos that the curriculum is seeking to promote and which makes our school unique.
- To ensure that our children have the opportunity to learn about and promote British values in all that they do, throughout the curriculum.
To ensure that all pupils have access to a full range of learning that promotes achievement, progress and personal development.

Promoting Skills across the National Curriculum

Key Skills are the skills that help learners to improve their learning and performance in education, work and life and are embedded in our school curriculum:

- Communication
- Application of number

- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Thinking Skills help pupils to focus on ‘knowing how’ as well as ‘knowing what’ to learn and are embedded in our Curriculum, complementing the key skills:

- Information-processing skills
- Reasoning skills
- Enquiry skills
- Creative thinking skills
- Evaluation skills

Inclusion: providing effective learning opportunities for all pupils

In planning and teaching, teachers have due regard to the following principles to ensure that an inclusive curriculum is offered.

- **To provide a secure, safe and happy environment for learning**
- **To set suitable learning challenges**

Teachers will give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve.

- **To respond to pupils’ diverse learning needs**

When planning. Teachers will set high expectations and provide opportunities for all pupils to achieve. They will be aware that pupils bring to school different experiences, interests and strengths that will influence the way we learn and will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. Teachers will take specific action to respond to pupils’ diverse needs by:

- Creating effective learning environments
- Securing their motivation and concentration
- Providing equality of opportunity through teaching approaches
- Using appropriate assessment approaches
- Setting targets for learning

Teachers will include in this:

- Pupils with special educational needs
- Children with particular medical needs
- Pupils with disabilities
- Pupils who are learning English as a second language
- Asylum seekers
- Children in public care
- Gifted and talented pupils
- (this list is not exhaustive and may be added to)

We have 23.5 hours taught time each week

We believe that effective learning and teaching should strive to challenge all abilities; be creative and encourage children to consider their own strengths and weaknesses in learning and accommodate all preferred learning styles. Assessment for learning is a key aspect in helping children know how to improve and children are trained in self assessment.

Policy updated: March 2016 Toby Simmonds (governor)
Review Date: July 2018