

Curriculum Policy

Ethos

We strive to provide high quality learning experiences that are both challenging and rewarding. Our aim is that our children achieve success by realising their talents. We recognise that the National Curriculum provides a framework for a consistent whole school approach to learning and we aim to ensure that this consistency is reflected in both our policies and our practice.

We work hard to provide a safe, secure and stimulating environment in order to develop those spiritual, moral, cultural and social values that are so important to our children's future adult life. High self-esteem, mutual respect, understanding, compassion, tolerance and good manners are just some examples of such values. In a rapidly changing society, we feel that many traditional values are timeless and worthy of applying to future generations.

However, education does not stand still and we need to take account of new educational developments in order to provide the best and most up to date resources for our children's learning.

The Senior Management Team will aim to:

- provide a broad, balanced, relevant and differentiated curriculum.
- create entitlement for all pupils.
- promote partnership between pupil, parent/guardian, teacher and community.
- ensure continuity and progression within the school and between phases of education.
- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- build confidence and self-esteem and prepare pupils for the next steps in their lives.
- encourage a respect for the school and its environment so that learning is a positive and pleasurable experience.

In particular, the Senior Management Team believe that the curriculum should aim to:

- help the pupils develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- help pupils acquire understanding, knowledge and skills relevant to adult life and employment in a fast changing world.
- help pupils to use language and numbers effectively.
- help pupils to develop personal moral values, respect for religious values and tolerance of other races, religions and ways of life.
- help pupils understand the world in which they live and in the inter-dependence of individuals, groups and nations.
- help pupil's to appreciate human achievements and aspirations.

The school ensures that all pupils gain experience in the following areas:

- aesthetic and creative
- ethical – values and relationships
- linguistic – the four dimensions of language – listening, speaking, reading and writing
- mathematical: numerical, spatial, scientific and practical
- physical
- scientific – observation, enquiry, technology, environment
- social and political – society and its institutions
- spiritual – school values, society and religion

The school seeks to meet the needs of all its children. We provide a positive caring environment in which the children are made to feel good about themselves and then to grow in confidence. Our policy is to enable each child to:

- read fluently, with understanding and feeling. To be able to appreciate a variety of written material written in different ways for different purposes.

- write legibly with a satisfactory standard of spelling syntax punctuation and usage.
- communicate clearly and confidently in speech and in writing.
- listen attentively and with understanding.
- be able to acquire information from a variety of sources.
- develop self awareness and sensitivity to others, developing a set of moral values and the confidence to make and hold valid moral judgments. To be able to distinguish fact from opinion. To be aware of gender and multicultural issues. To recognise prejudice, bias and superstition and to develop habits of self discipline and acceptable behaviour.
- apply computational skills with speed and accuracy.
- understand mathematical language and concepts and be able to apply them to everyday situations.
- to observe living and inanimate things and thereby, through a process of observation, discrimination and classification recognise characteristics such as pattern and order;
- to master basic scientific ideas and methods
- to investigate solutions and interpret evidence, to analyse and solve problems, to understand the importance of controlling variables in experimentation so that results are fair, to present results in a variety of ways appropriate to the work;
- to know about geographical, historical and social aspects of his wider environment and the national heritage and culture, to be aware of other times, places, cultures, religions and races and to recognise links between local, national and international events and their importance for

him as an individual within society, to be aware of Christian beliefs and their importance in shaping our current society;

- to be able to use various art forms, craft and design skills as means of expression using a variety of materials and methods demanding a range of manipulative and technological skills and to extend their skills in these areas, to be aware of art and design in the environment both past and present;
- to be aware of the effects, and able to make use of new technology in a rapidly changing society, especially with respect to computers and electronic information handling;
- to develop agility and physical co-ordination, confidence in and through appropriate physical activity, the ability to express feeling through movement, drama and dance, to swim, where possible to spend some time in a physically challenging outdoor environment, to develop an understanding of the body, its workings and the changes associated with adolescence and their implications, the requirements of good health and nutrition; to be aware of the effect on health of solvent abuse, smoking, alcohol and drugs;
- to appreciate music by experiencing it through listening, performing and composing, through practical means, thereby leading to an understanding of the structure and sounds of music, and where possible to learn proficiency with one or more musical instruments, to be aware of and value great music of past and present and develop a critical sense with regard to music;
- to understand the value of achieving happiness for him or herself and others and that both may be achieved by contributing to society and others.
- to understand the responsibilities he/she has to ensure they co-operate with those around them and in responsibility; and where their behaviour is incompatible with this, accept the Headteacher has the duty to discipline, suspend and ultimately to exclude them from the school to protect the interests of the remaining pupils in the school.

The Early Years Foundation Stage

Within the Foundation Stage we aim to ensure that:

- our children start their learning journey in an enabling environment.
- we recognise that each child is an individual.
- we foster positive relationships with our children and their families.
- we embrace each child's differing learning and developmental rates.

All of the six EYFS areas of learning are to be given equal importance.

CURRICULUM PLANNING

Bowbrook House School aims to educate pupils for an effective and fulfilling life in a rapidly changing society.

We offer a balanced curriculum.

Planning operates at a variety of levels ensuring that the curriculum has:

- Breadth – so that pupils experience a range of curriculum areas.
- Depth – so there are opportunities for in-depth understanding.
- Coherence – so that natural and meaningful links within and between some subjects are recognised.
- Relevance – so that pupils' activities relate to previous learning.
- Differentiation – so the needs and progress of pupils are catered for.
- Progression – so learning develops through sequenced activities.

The National Curriculum will provide a framework from KS1 – KS4. The EYFS will provide a framework for the Foundation Stage (Nursery and Reception).

The school will also incorporate additional elements into the curriculum to create diversity and balance. However, education does not stand still and we need to take account of new educational developments and the changing needs of our pupils, to provide the best and most up to date resources for their learning.