
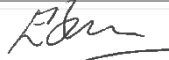




Christleton Primary School

Be the best you can be

Curriculum Statement

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Christleton Primary School

Curriculum Statement

Introduction

A curriculum is an agreed framework of activities through which knowledge is gained, skills are developed, and experience widened.

Under education law each school is required to draw up its own curriculum statement. In doing so, the school must take formal notice of the guidance offered by the local authority.

A school's curriculum statement must incorporate the requirements of the National Curriculum and other current legislation. Local Authorities have procedures for dealing with complaints about curriculum provision. It is the duty of the headteacher to ensure that the school's curriculum practice matches the detail of its statement.

Aims

Ultimately, the aim of our whole curriculum is to fulfill our vision, mission and core values.

Vision

Our school is a place of learning where everyone is valued and positively encouraged to achieve their full potential in a safe and caring environment.

Motto

Be the best you can be.

Aims

At Christleton Primary School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their full potential
- Encourage learners to be confident, disciplined, enquiring and decisive
- Foster a love of learning in a safe and happy environment
- Develop self-respect, esteem and personal responsibility linked to the needs, awareness and Respect of others
- Foster skills that allow the development of considerate and positive relationships with others throughout the community
- Ensure equal opportunities in relation to gender, race, class, special needs and belief
- Respect and value other cultures
- Promote a thoughtful attitude towards the immediate and wider environment

Ethos

The ethos and atmosphere underpin the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work, the staff will contribute to the development of this ethos through:

- Providing a stimulating working environment at all times, in which each child can achieve their full potential
- Providing a welcoming environment, in which kindness, courtesy and respect are key
- Providing positive role models
- Providing a fair and disciplined environment in line with the school's Behaviour and Discipline Policy
- Maintaining purposeful and informative planning, recordkeeping and assessment documents, in line with school policy
- Developing links with the local and wider community
- Allow individual pupils' successes and achievements to be celebrated
- Welcoming, supporting and training of teaching and non-teaching staff and students

Values

- **Respect** - fair play; knowing one's own limits; and taking care of one's health and the environment
- **Excellence** - how to give the best of oneself, on the field of play or in life; taking part; and progressing according to one's own objectives
- **Friendship** - how, through sport, to understand each other despite any differences
- **Determination** - the drive and motivation to overcome both physical and mental barriers in order to achieve your goals
- **Courage** - having the self-belief and confidence to overcome adversity and face difficulty
- **Equality** - showing respect and humility towards all those around you in the spirit of fair play
- **Inspiration** - to be motivated by the achievements and actions of others and to be a positive example to others

In addition to these main principles the curriculum should help all pupils to achieve the following aims:

- To develop lively, enquiring minds, together with a willingness to ask questions and to argue rationally;
- To think and to act creatively and with imagination;
- To gain knowledge, skills and understanding appropriate to a fast-changing world, so they may be self-reliant and adaptable, and able to take an active role in society;
- To acquire, in particular, the enabling skills of literacy and numeracy;
- To grow in confidence and independence, and to know the value of cooperation;
- To understand the feelings of others, to respect their values and views, and to consider thoughtfully their own attitudes, values and beliefs;
- To be the best they can be. To achieve their true potential, and to take pride in that achievement, while taking pleasure in the achievement of others.

Principles

A balanced curriculum.

An outstanding curriculum is balanced and wide-ranging. It includes all the subjects of the National Curriculum and acknowledges the relationship between them. This range and balance cannot be achieved, however through the subject curriculum alone.

- Cross-curricular links between foundation subjects are made when beneficial to the learning intention.
- English and Maths skills and content is taught in accordance with the Numeracy and Literacy Framework. Key skills are embedded through the cross-curricula approach.
- Our foundation stage children follow the Early Years Foundation Stage (EYFS) curriculum.
- Extra-curricular activities which enrich or extend the curriculum include sporting, musical clubs and events, trips, residential, activity weeks and community events.

Matching the needs of individuals

We are all unique and the different learning needs of individuals are central to the planning and implementation of a school's curriculum. At the same time, all pupils have equal rights of access to each curriculum area, and this right is irrespective of physical or academic ability, or gender identification, or ethnic or cultural origins.

- The principle of matching the challenge of the curriculum to the needs of individuals is fundamental to effective education.
- Many learners need additional support at some point in their education, and all pupils need to feel valued for their achievements at whatever level.
- Every school needs to monitor carefully the effectiveness of its policies and practices with regard to equal opportunities.

Flexible in approach

The different demands of each curriculum areas, and the varied learning needs of individuals, require a corresponding flexibility of teaching methods and forms of organisation. Within this pattern, collaboration and independence are equally valued. Above all pupils need to involve themselves actively in the process of their own learning.

- Pupils need experience of working in a variety of groups of different sizes, which have been brought together for a variety of reasons.
- They need to develop an awareness of themselves as a learner including a capacity for independent study, including research skills.
- Within and across each curriculum area pupils need opportunities to explore and to discover; to frame questions and to solve problems; to discuss and to debate; to enact; to create, to communicate and to evaluate, using a variety of media.

Continuous across stages

The curriculum should be so arranged that individual progress is continuous both within and across the key stages, and so that practices and consistent. The experience gathered in one phase or area of the curriculum can then be built upon in the next.

- The recording of achievement and coverage of the curriculum in all subjects is an important aid to continuity between year groups and key stages.
- Whole school polices ensure consistency of practice in areas like English and Maths, and support the progress of individuals through the curriculum as a whole.

Realising potential

Accurate assessment is the key to individual progress. In order to set appropriate challenges, a teacher must be able to make informed judgments about a pupil's potential, based on a clear understanding of what they pupil already knows and can do. It is particularly important that pupils themselves reflect upon their successes and their difficulties.

- Assessment through marking, discussion and self-evaluation is an integral part of the learning process.
- Assessment and feedback procedures will assist to bring about consistency of practice across the school.
- Formal and informal 'tests' contribute to the assessment of pupils' learning needs.
- National curriculum assessments are but summaries of this continuous process.
- Parents are informed of their child's achievement and potential.

Development of the whole person

An outstanding school relates to, makes use of and enhances the wider community of which it is a part. Opportunities are taken to reach out into our community and to encourage regular involvement of groups and individuals in relating the curriculum to other aspects of pupils' lives and broadening their social experience.

- Education begins in the home, and the partnership between home and school is essential to effective education.
- We value the cooperation of local agencies, sports clubs, arts organizations, employers, pre-school groups and other community groups.
- Learners of all ages benefit from working together.

Conclusion

Christleton Primary School is committed to providing a creative and aspirational curriculum where children can learn in a supportive and safe environment. By working in partnership we aim to achieve success for all and inspire children to be the best they can be.