



| UN Convention on the Rights of the Child | |
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| Article 28 | You have the right to a good quality education. You should be encouraged to go to school to the highest level you can |

Our school curriculum encompasses all pupils' learning experiences. We have developed an experience-based curriculum which is unique to our school and accessible to all involved. This curriculum allows children to learn and achieve through exploration and discovery, excitement and fun. The curriculum that we deliver fulfils all statutory requirements.

Curriculum aims

- We believe that a child learns best when he/she is involved in work in a relevant context and that a child must have first-hand experience if sound learning is to take place. Therefore the school is committed to an integrated approach to the curriculum and first-hand experience will be the starting point for much of the children's work.
- We intend that the natural curiosity, enthusiasm and interest that children bring with them to the school will be protected, encouraged and nurtured during their time with us.
- We encourage the children to develop a Growth Mindset; setting tasks that challenge them to think for themselves and persevere, and valuing the process as much as the end result.
- We aim to stimulate children through the curriculum which makes good use of the locality through visits.
- By working cooperatively we encourage children to support each other and learn from each other. We encourage growing independence in the children, which also includes opportunities to plan and execute their own work.
- We recognise that process and experience of learning are as important as content. We encourage high standards in levels of presentation but also acknowledge that at times thought and retention of knowledge are most important.

- We believe that the working environment has a profound effect upon us. Our classrooms will be stimulating places of warmth and care, where children's curiosity is aroused and they are immersed in their learning.
- We believe that a child learns best when home and school share common goals. We aim to develop an effective and friendly partnership with parents.
- We believe that children learn best when they feel valued. We will acknowledge and celebrate their achievements and respect their contributions and views.
- Through our values of **peace**, **courage** and **respect**, we promote empathy, tolerance and understanding with the expectation that all children grow to become responsible and caring citizens.
- We aim to promote children's physical and mental development and an awareness of the importance of a healthy lifestyle.

Organisation of the curriculum

- The curriculum framework shapes the work of the whole curriculum from YR to Y6.
- The curriculum is delivered through an integrated approach, which ensures that the work is relevant and meaningful for the children.
- The curriculum caters for the range of preferred learning styles that children have.
- The curriculum is based on children starting much of their learning with an experience.
- Detailed schemes of work support the curriculum framework.
- Short-term planning is carried out to ensure effective differentiation of work.
- Literacy, Numeracy and Computing skills are developed across the curriculum.
- Pupils Spiritual, Moral, Social and Cultural development is developed across all areas of the curriculum and prepares pupils for life in modern Britain.
- Religious education schemes of work follow the Hampshire agreed syllabus, 'Living Difference' and Understanding Christianity.

Roles and Responsibilities

The Headteacher has the responsibility for the strategic overview and leadership of

the curriculum and delegates responsibility to key staff as follows:

- Curriculum leaders are responsible for writing schemes of work for their subject that support the curriculum framework and vision of the school. They monitor and evaluate standards in their subjects.
- Class teachers ensure that the curriculum is delivered in line with the school's vision.
- The assessment leader supports subject leaders to ensure that the progression of each pupil is tracked and that there is appropriate challenge, support and intervention.

Governors' monitoring of the curriculum

The Governors monitor the success of the curriculum at committee and Governing Body levels. This is done in line with the 'Governor Visits' policy.

The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Agreed/reviewed: July 2018
Next review: July 2021