

Braywood CE First School



Aspire, Learn, Achieve

Curriculum Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Statement of intent

The curriculum, in its fullest sense, firmly underpins the Vision and Mission statements of Braywood CE First School, from which a culture and ethos is generated that supports the learning and achievement of all involved in the community. The school is committed to ensuring that the curriculum is broad, balanced and enriched, in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

We aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. In the daily life at Braywood, children are supported, through the curriculum, to understand more about religion and spirituality.

Our curriculum provides a global understanding of the world around them. Care has been taken to ensure that it is as broad, balanced and rich in experiences from all walks of life throughout the world. Our International Primary Curriculum provides the base upon which to build this exciting curriculum. The principle of the IPC is to focus on a combination of academic, personal and international learning for children worldwide, combined with innovative and exciting ways to learn.

We believe that intelligence is multi-faceted, and children learn in different ways. The curriculum must support this through providing an exciting and stimulating learning environment to facilitate children's acquisition of knowledge, skills and specific qualities which will help them to develop into an independent, responsible, considerate and confident member of the community.

The curriculum aims to meet the needs of all children whatever their individual requirements. We cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties. We treat children in a dignified way.

We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

The children will be encouraged to develop:

- an understanding that learning is a lifelong process
- an ability to work independently and collaboratively
- high standards and personal achievement
- lively enquiring minds through questioning, investigating and the making of rational decisions;
- confidence in the basic skills of English, Maths and ICT;
- interests and skills, including physical skills which will enable them to enjoy and make the best use of their time both in and out of school;
- knowledge and understanding of the world in which they live;
- care for and take pride in their school and have an attitude of respect for our environment;
- tolerance and respect for others and begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- to be effective and confident communicators;
- recognition of aspirations and achievements and celebration of success;
- and most importantly enjoy their education.

Statutory Requirements

All children follow the statutory requirements of the Foundation Key Stage, the National Curriculum for Key Stage 1 & 2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. We ensure that the child's education has continuity and progression at a rate suitable for each individual's needs; a "personalised" teaching and learning program.

We fundamentally believe that the core skills are essential to a child's later understanding so priority is given to developing a deep understanding of reading, writing and mathematics.

Curriculum Content

Cross-curricular opportunities are given constantly to enhance children's knowledge and understanding and in our topic areas the curriculum is enriched through a whole manner of cross-curricular links. At Braywood we plan a "learning journey" where the children can take a lead in the direction of their learning. The children will understand more about the learning process; interact with their parents about their work and become more independent learners. Key points are to:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects.
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives.
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and cultures of others

Care is taken to broaden the curriculum. Our “Golden time activities” covers areas which extend the children’s learning into extra curricular topics. Our study support curriculum aims to broaden and enrich the curriculum out-of-school hours.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs including “Braywood EXtra”
- Peripatetic Music Lessons
- Visits and inviting visitors into school
- Themed Curriculum Days and Weeks
- Curriculum Enrichment Groups
- Links with other schools

Enrichment support will be offered to our most able pupils in the form of extension groups for English and Mathematics and special days or events set-aside for Science, ICT, Art, Music and various sporting activities.

Citizenship is both planned and spontaneous and is included as part of the PHSE and RE curriculum.

This policy will be reviewed annually by Governors and formally reviewed every 3 years by Staff and Governors. .

Reference needs also to be made to the:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Policies for SMSC, RE and PSHE
- SEN Policy
- Curriculum Subject Policy.