

## Lyndhurst School

### Curriculum Policy

#### Rationale:

The curriculum is the interaction between the teacher and the learner and, as such transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectation, which are at the core of the attitudes and values we transmit through our curriculum delivery. We ensure that children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

#### Aims and values:

There is a personal, social and health education policy (PSHE) which, in particular, has the following aims:

- To provide a curriculum which is broad, balanced, relevant and purposeful
- To develop positive attitudes and behaviour
- To develop high self esteem and confidence

In addition, Lyndhurst School aims:

- To build on pupils prior experiences, skills, knowledge and understanding.
- To allow children to develop a knowledge of themselves in time and space
- To promote high standards in reading, writing, science and maths.
- To encourage pupils to think for themselves and become independent and self responsible
- Enable pupils to develop moral sensibility through carefully taught values.
- To motivate pupils and encourage them to learn to question; and to respond to challenge.
- To provide a curriculum which is dynamic and flexible to changing needs.
- To ensure provision for equal opportunities, cultural diversity and Religious Education
- To develop the social skills of each child.
- To provide a stimulating learning environment
- To make provision for the individual learning needs of each pupil initially by the Statement of Educational Need and then the Individual Education Plan.
- To promote the intellectual, spiritual, moral, cultural, mental, physical and scientific development of all pupils.
- To promote partnership between the child, the parent, the teacher and the community.

#### Broad Guidelines:

The Curriculum:

- is based on the vision, aims and ethos of the school
- is broad, balanced and is careful to ensure sufficient depth of study
- introduces pupils to a wide range of experiences, knowledge, skills and understanding
- is planned, taking into consideration all subject areas. Making sure development takes place over the Key Stages
- enables pupils with musical talent to develop their skills. All children in Year 3 are taught recorder with the opportunity in Year 4 to continue.
- Addition music tuition is offered internally – these lessons incur an additional charge.
- Encourages the development of ICT skills
- Is differentiated to meet the needs of all pupils including SEN and gifted and talented pupils.
- Includes the use of the school environment to develop academic, scientific and social skills
- Ensures the quality of pupil learning by a tracking process.
- Has sufficient resources to enable pupils to develop further
- Each individual subject is evaluated and reviewed by the subject co-ordinator
- Is reported to parents through induction mornings, regular parents' evenings and the school reports.

### Time Allocation

The Senior Teacher will devise a timetable at the beginning of each academic year allowing the appropriate amount of time for each subject. The Senior Management Team check the timetables and make any changes necessary.

### Roles and Responsibilities

The Headmaster has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Each subject co-ordinator ensures that the curriculum has progression and appropriate coverage.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The procedures for assessment meet all requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, and what is required to help them improve.
- The Trustees of the School are fully involved in decision making process that relates to the breadth and balance of the curriculum.

### Review and Evaluation

The following questions will help to focus our review and evaluation:

- Are individual pupil needs being met?

- Does planning ensure continuity for individual pupils over time and across the whole curriculum?
- Are the curricular requirements being met?
- Is there progression across the key stages?
- How do the curricular areas relate to each other?
- Is there a balanced coverage of all areas of the curriculum?
- Are there adequate opportunities for practical work and problem solving?

The School Development Pan provides a central method for evaluating the curriculum process in the school through regular review.

There will be a timetabled cycle of curriculum policies to be reviewed

Signed \_\_\_\_\_

Date \_\_\_\_\_

Written July 2009