



GORDON INFANT SCHOOL

Curriculum Policy

Dates:

Agreed: June 2009

Implemented: June 2009

Review: June 2010

Type of policy: Statutory

Introduction

The school curriculum consists of all activities and experiences that are provided for the pupils. At Gordon Infant School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

Assessment for Learning

At Gordon Infant School, we work within the framework of Assessment for Learning, and we believe that Assessment for Learning is key to everything we do. Pupils' work is marked promptly and frequent constructive feedback is given (written, verbal or peer assessed) to inform future learning.

Aims

- To equip pupils with essential skills for learning and life
- To ensure that children have a range of learning experiences that challenge, stimulate, and promote thinking and learning.
- To ensure the teaching of statutory requirements of the National Curriculum for Key Stage 1 and the Early Years Foundation Stage.
- To ensure equality of opportunity and access to the whole curriculum.
- To set challenging targets.
- To celebrate children's success.
- To enable pupils to make connections across different areas of learning.
- To encourage the use of ICT where appropriate.
- To widen children's experience by organising special events, visits and trips.
- To keep parents informed of their children's progress.

The Organisation of the Curriculum

The curriculum is planned as a cross-curricular Learning Journey, with all subjects being linked where possible.

Subjects that do not fit into a specific topic are taught separately.

A curriculum map indicates the links between subjects and gives a whole school overview of curriculum coverage.

Units of work are organised termly and planned using the framework of the National Curriculum and the Literacy and Numeracy strategies.

R.E. is taught separately using the Medway syllabus.

Location of definitive copy:
Office Network (F drive)

Final version: June 2009

PSHE and Citizenship

PSHE (Personal, Social and Health Education) and Citizenship is about empowerment, relationships, rights and responsibilities. It is also about social systems, their structures and the forces of social change.

Expectations

By the end of Key Stage 1 most children will be able to:

- Talk about, write and explain their own opinions.
- Listen to and accept the opinions of others, even if they differ from their own.
- Know how to lead a healthy lifestyle.
- Know that they are responsible for their own actions.
- Know the difference between right/wrong, fair/unfair, just/unjust.

Links to other policies and school vision

National Curriculum

Medway LA guidelines and requirements

School Integrated Development Plan

Sex Education Policy

Special Educational Needs Policy

Roles and responsibilities

The Headteacher and governors ensure that statutory requirements are met and monitor the quality of teaching and learning.

Subject coordinators are appointed to ensure that each subject is taught well, using up to date information and resources.

Classroom teachers and Teaching Assistants plan and deliver lessons appropriate to the ability range in each class.

Safeguarding Children

At Gordon Infants we acknowledge that In order to safeguard all children, anybody working with children should take all reasonable measures to ensure that the risk of harm to the children's welfare is minimised. If there are any concerns about children's welfare, appropriate action to address the concerns should be taken.

This policy informs the five Every Child Matters outcomes set out in the Children Act 2004:

- | | |
|---------------------------------|--------------------------|
| 1. Be healthy | <input type="checkbox"/> |
| 2. Stay safe | <input type="checkbox"/> |
| 3. Enjoy and Achieve | <input type="checkbox"/> |
| 4. Make a positive contribution | <input type="checkbox"/> |
| 5. Achieve economic well-being | <input type="checkbox"/> |

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