



New Curriculum Policy 2014

We believe that children will learn best if the conditions in which they work are supportive, affirming and have the highest possible expectations for their achievement. As a result we embrace the principles underpinning the Early Years Foundation Stage curriculum.

A unique child	Positive relationships	Enabling environments	Learning and development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and key people.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Through talking to children, parents, staff and colleagues from other schools we also recognise the following key ingredients of outstanding provision. As a result our curriculum aims to:

- Develop personal attributes.
- Engage and involve pupils.
- Establish meaningful links.
- Promote enjoyment and achievement.
- Organise the learning effectively.

Personal Attributes

We believe children learn best when they:

- are taught how to think, learn and communicate effectively.
- are encouraged to be curious, ask questions, and develop an enquiring mind.
- value themselves and others.
- share a set of core values that reflect what it is to be a good learner, work well with others and be a contributing member of a Christian community.

Pupil Involvement

We believe children learn best when they:

- are involved in their learning and have opportunities to take ownership and have responsibility.
- have opportunities to make meaningful choices, such as who to work with, what equipment they would like to use, and the method of presentation.
- are allowed to take risks.

Meaningful Links

We believe children learn best when:

- they understand the links between different areas of learning and can apply what they know.
- learning is based on real-life experiences.
- they can share their learning with others through whole school themes.
- they can see how learning affects others and their environment (global and environmental dimensions).
- they see how learning affects their lives (Staying Safe, Being Healthy, Making a Positive Contribution, Economic Well-Being).

Enjoyment and Achievement

We believe that children learn best when:

- learning is fun.
- they challenge themselves.
- learning is practical.
- learning is personalised.
- they can work with pupils of similar ability and different ability irrespective of their age.
- contexts for learning are inspirational.

Effective Organisation

We believe that children will learn best:

- within a 2 year cycle to ensure progression for all groups in mixed classes.
- When similar work is taught together to allow continuity of learning.
- When teachers have the flexibility to respond to the needs of the children.
- When children have opportunities to work with different groups.
- When the whole environment – indoors and outdoors - is used for learning.

Whole school themes

Term	Cycle 1	Cycle 2
Autumn	Keep the Home Fires Burning	Origins
Spring	Around the World in 80 Days	Up, Up and Away
Summer	Eureka	Life on the Ocean Wave