

Work hard. Aim high. Have fun.



Folly Hill Infant School

CURRICULUM POLICY *Curriculum suite*

Signed Chair of Governors

Signed Headteacher

Date: Autumn 2018

Review Date: Autumn 2020

Definition of our Curriculum

Our curriculum is everything that happens in school and reflects the schools aims, values and hence everything that happens in school or through school is part of our curriculum. It goes beyond the statutory national curriculum and we provide a nurturing environment in which all children can experience the joy of learning so that they become lifelong learners and responsible citizens.

Aim

All children have a right to a broad, balanced and relevant curriculum, which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the National Curriculum and the Early Years Foundation Stage including changes to the National Curriculum from 2014.

At Folly Hill School we feel children learn best when...

- a variety of learning styles is embraced.
- they are motivated and well- challenged.
- they feel secure in their enabling environment.
- learning is clearly defined and matched to ability.
- they are confident to share their ideas, thoughts and feelings.
- there is praise and encouragement.
- they are valued as individuals.
- resources are easily available, adequate and well organised.
- there is support and encouragement at home.
- they are given effective feedback and given time to reflect and consolidate.
- there is an ethos of mutual respect throughout the school community.
- they are encouraged to value their learning and their view is respected.
- they are encouraged to learn through taking risks as a building block to learning – we learn through our mistakes.

they are physically and mentally stimulated.

they enjoy themselves!

To enable this

The school should:

- cater for the needs of ALL children regardless of sex, ethnical or social group or ability.
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- create and maintain an exciting and stimulating learning environment.
- ensure that each child's education has continuity and progression.
- provide an appropriate broad and balanced curriculum.
- recognise the crucial role which parents/carers play in their child's education and make every effort to encourage parental involvement in the educational process.
- promote an environment of mutual respect.

Children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- be confident learners, willing to try and not being afraid to learn through making mistakes.
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- begin acquiring a set of moral values e.g. honesty, sincerity, and personal responsibility on which to base their own behaviour.
- behave in an acceptable way and learn to be responsible for their own actions.
- care for and take pride in the school.
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- develop non- sexist and non-racist attitudes.
- know how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape and space, algebra and handling data.
- listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- develop an enquiring mind and scientific approach to problems.
- have an opportunity to solve problems using technological skills.
- communicate their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their own inventiveness and creativity.
- know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- have some knowledge of the beliefs of the major world religions.
- develop agility, physical co-ordination and confidence in and through movement.
- know how to apply the basic principles of health, hygiene, safety and sustainability.
- Use their learning tools where appropriate

Appendix 1

Curriculum map for each year group