

Duddon Saint Peter's School



Curriculum Policy

Introduction

The curriculum aims to:

- increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context.
 - raise standards in both teaching and learning.
 - help learners become more independent and take greater ownership of their learning.
 - develop children's confidence and motivation to learn through the use of a range of learning and teaching styles.
 - provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.
 - give opportunity for a flexible timetabling approach to make space for true depth of study.
 - establish cross-curricular links to foster a broader understanding.
 - create and maintain an exciting and stimulating learning environment.
 - provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.
 - provide enrichment opportunities where learning and teaching can take place beyond the classroom.
 - develop social skills and encourage children to become more active citizens within the school community and beyond.
 - enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
 - help learners to 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.
- to follow the directives of the National Curriculum to provide a full range of curriculum subjects.

Effective Learning

In order for a creative curriculum to lead to creative teaching and learning, the approaches in school need to be founded on the following principles:

- Children know what it is they are going to learn.
- Children know what they need to do to be successful learners.
- Children are helped to be able to assess their own learning and the learning of others.
- Children receive positive feedback that helps them to identify what they need to do next.
- Children have time to reflect and review their learning.
- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.
- Timetabling provides opportunities for flexibility.
- Spontaneity is encouraged.

Teaching and learning strategies

- Introducing with whole class teaching, using open ended probing questions, visual stimuli and talk partners; followed by a period of learning, where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning.
- We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. To achieve this, open ended tasks elicit a variety and depth of response; setting tasks of increasing difficulty and scaffolding where appropriate, practical opportunities are provided for kinaesthetic learners; visual stimuli and artefacts are used to promote interest.
- Trips and visitors are organised to further understanding.

Curriculum planning and organisation

The programmes of study of the National Curriculum tell us the minimum requirement of what needs to be taught in Key Stages 1 and 2. Long term plans indicate what themes will be taught and when. A topic is devised and we then consider what the best learning sequence would be. This may include how the topic will be introduced including a 'WOW' factor e.g. a visit, film or trip. The medium term plans for each topic hold the relevant Learning Objectives and experiences.

Equal opportunities and special educational needs

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the More Able, EAL and children identified with a Special Educational Need (SEND).

Signed:

Governor responsible

Signed:

Head teacher

Date: *June 2015*

Date of review *Summer 2016*