

The Avenue Pre Preparatory School and Nursery

KS1 Curriculum Policy

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Rationale

All children have a right to a broad, balanced and relevant education 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.

The School's Responsibilities

The School has a responsibility to deliver the curriculum to all its children. In particular, we aim to provide full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social physical and aesthetic and creative education.

The School will help children develop their values in respect of different cultures, faiths and religions in the context of actively promoting fundamental British values.

The school will ensure that the following aims are achieved:

- We will provide subject matter appropriate for the ages, genders and aptitudes of pupils, including those pupils with a statement of Special Educational Needs (SEN) and/or a Education and Health Care Plan (EHC).
- To cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- We will provide personal, social and health education which reflects the schools aim and ethos.
- To structure our curriculum to ensure that all pupils acquire speaking, listening, literacy and numeracy skills.
- Our school strives to give pupils the opportunity to learn and make progress.
- To 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.
- Ensure that there is a match between the child and the tasks he/she is asked to perform. Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat children in a dignified way.
- Enable staff to attend regular courses to further their knowledge of curriculum development. These are provided by the IAPS and other organisations.

Desirable outcomes

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 developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- be happy, cheerful and well balanced.
- be enthusiastic and eager to put their best into all activities.
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour.
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions.
- care for and take pride in their school.
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way. be developing non-sexist and non-racist attitudes.
- be working towards knowing how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- be working towards listening and reading for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- be developing an enquiring mind and scientific approach to problems. have an opportunity to solve problems using technological skills.
- be capable of communicating 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 inventiveness and creativity.
- know about geographical, historical and social aspects of the local environment and the 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. be developing agility, physical coordination and confidence in and through movement.
- know how to apply the basic principles of health, hygiene and safety.

KS1 Subject Teachers Responsibilities

The roles and responsibilities of the KS1 subject teachers are given as follows:

- To recommend the purchase of teaching resources and to organise and maintain them.
- To assist with diagnosis and remediation of learning difficulties. To encourage and assist in-service training.
- To keep up-to-date by attending courses and feedback sessions. To provide guidance and support in implementing NC and schemes of work.
- To offer specialist advice and knowledge for special needs and gifted pupils. After consultation, to coordinate recording and presentation throughout the 4 school.
- To advise the Principal of action required (e.g. resources, standards etc.).
- To encourage ways of involving parents in their children's learning.
- To promote liaison between school (moderation etc.).

KS1 Subject areas

This Policy is to be read in conjunction with the Policies for the KS1 individual subject areas as follows:

- Mathematics
- English
- Science
- Art
- Design and Technology
- ICT
- Geography
- History
- Music
- Physical Education
- PSHE (including economic education)
- Religious Education

Review

The above set of aims will be reviewed at least every three years.

Reviewed September 2017

By Martin Ayres or Mary Fysh

Reviewed every three years

