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Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the school curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the “hidden curriculum” or what the children learn from the way they are treated and expected to behave. We aim to teach the children how to co-operate with others while developing knowledge and skills, so that they can achieve their true potential and be happy, confident and caring pupils throughout the creation of a positive atmosphere where effort is valued.

Values

Our school curriculum is underpinned by the values that we hold dear to our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives,

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the values of each individual child, as well as for people of all cultures;
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth;
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community;
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children in our school;
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and Objectives

The aims of our school curriculum are:

- To provide full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- Provide opportunities to acquire skills in speaking and listening, literacy and numeracy;
- To provide personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people;

- To provide opportunities for all to learn and make progress, taking into account the ages, aptitudes and needs of all pupils, including those pupils with and EHC plan;
- Provide effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society
- To help children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable the children to be positive citizens in society.

In order to carry this out, we ensure that the teaching at the school:

- Enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- Fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- Involves well planned lessons and effective teaching methods, activities and management of class time;
- Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- Demonstrates good knowledge and understanding of the subject matter being taught;
- Utilises effectively classroom resources of a good quality, quantity and range;
- Demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- Does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

All pupils in the school will follow and appropriate curriculum and the highest standards are sought in all areas. We believe that the education that they receive should be interesting and a worthwhile experience in itself as well as preparing them for the next stage of their education and their life as a member of society. We also ensure that we do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when we teach each topic.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the EYFS and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the curriculum and Ages and Stages, and there is planned progression in all curricular areas.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects that it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a History topic and then switch to a greater emphasis on Geography in the next term. Over three terms of the academic year, each child has the opportunity to experience the full range of the curriculum subjects.

We initially follow the EYFS curriculum thereafter study all National Curriculum subjects as well as RE. Subject specialists for French and swimming start in Year 3 and Year 1 respectively, with ICT, PE and Music studied in all Years at school. This curriculum is enriched by the study of Art, Music, ICT, PE, Swimming and PSHE.

We therefore provide the following areas of experience:

Linguistic

We develop pupils' communication skills and increase their command of the English language through listening, speaking, reading and writing. We also teach French to pupils from Year 3 upwards.

Mathematical

We help pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways, including practical activity, exploration and discussion.

Scientific

We increase pupils' knowledge and understanding of nature, materials and forces and develop the skills associated with science as a process of enquiry; for example observing, forming hypotheses, experimenting and recording findings.
Technological

We develop pupil's technological skills through the use of ICT. This allows pupils to develop, plan and communicate ideas and to work with tools and equipment to produce good quality processes and products.

Human and Social

We increase pupils' knowledge and understanding of people and the environment, and how human action, now and in the past, has influenced events and conditions through the study of history and geography.

Physical

We help pupils develop their physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them evaluate and improve their performance while taking part in games, swimming and PE. We also ensure pupils acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative

We encourage pupils in the process of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but art, music, the study of literature and drama all make a very strong contribution to this area of the curriculum since they all call for personal, imaginative and often practical responses. All pupils perform on stage each year.

We also provide a range of trips, activities and leadership opportunities to broaden pupils' horizons. We prepare children for life in British society by developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment.
Children with Special Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of the individual children, then we do so only after parents have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his / her teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an EHC (Education Health Care) plan for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Early Years Foundation Stage (EYFS)

The curriculum that we teach in the Reception class meets the requirements set out for the EYFS. Our curriculum planning focuses on EYFS goals and ages and stages whilst developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities too. Teaching in the Reception class builds on the experience of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school.

During the children's first term in Reception class, their teacher makes an assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future planning for each child.

We are well aware that all children need the support of parents / carers and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Monitoring and Review

The Principal and Headmistress are responsible for monitoring the way the school curriculum is implemented. Each subject is reviewed in an annual cycle of review and development.

The Principal is responsible for the day to day organisation of the curriculum. The Headmistress monitors the weekly lesson plans for all teachers, ensuring that all lessons have appropriate learning objectives.

The Principal and Headmistress monitor the way subjects are taught throughout school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. They also have the responsibility for monitoring the way in which resources are stored and managed.

This policy was drawn up, discussed and agreed by members of the Viking school. This policy will be reviewed again in two years time.

Signed:

Dated: