



CURRICULUM	Dated: Sum 2018	Review: Sum 2020
Additional Policies and reference materials to read in conjunction with this one:		
All school policies but in particular Teaching & Learning; Science & The Environment; Maths; Assessment; Religion, Culture and Spirituality; PSHCE; Inclusion; Relationships With Children; “Some Issues in Human Scale Education” article; rolling programme of topics; Literacy, Numeracy and Science Schemes of Work; Early Years Foundation Stage Framework		

Introduction and purpose of this policy

Park School is a unique child-centred learning environment which offers children a broad, balanced and relevant education in Literacy, Maths, Environmental Science and creative and physical opportunities.

The curriculum is all the activities which we organise to promote learning, personal growth and development. It also includes a rich range of activities, outings and events, which happen spontaneously.

It is underpinned by the Park School belief that all children are unique and that they do not simply learn what teachers teach. Children have to be developmentally ready, receptive and motivated at the very least. We seek to provide a set of guided experiences appropriate to the child’s developmental path, through an understanding of child development and individual learning styles. Our view is that children will develop personally and unevenly, and learn best in an environment where play and discovery are central, because play is a child’s most important means to learning.

We do not see learning as separate subject areas, but as a series of interlinked learning opportunities, developing the whole child. It is common that children are working on more than one discipline at a time (for example, when children are making a den they will measure how far apart the planks need to be, discuss what they was to use in the den and work as a group to communicate what they want). Each of the disciplines are connected and allow the child to be part of their own learning process, so that it becomes real and relevant to them.

Aims

We aim to teach our children to be happy, secure and well-balanced people who:

- Are responsible for and respect themselves;
- Respect others and their environment;
- Know that they can make a difference and contribute positively in their lives by being confident to voice their ideas in polite, positive and respectful ways;
- Are curious and have a love of learning that extends beyond school into their lives;
- Are self-aware, self-disciplined critical thinkers, who engage purposefully in their learning;
- Have a strong sense of community and can work and cooperate well with others of all ages with kindness, compassion and tolerance using good communication;
- Have resilience to take on challenges and a desire to do so;
- Are courageous change thinkers and rational risk takers.

We do this by:

- Offering an exciting, stimulating and challenging environment;
- Offering a relaxed environment where children are safe to be themselves;
- Ensuring that all children have appropriate and equal access to the curriculum;
- Encouraging independence academically, socially and physically;
- Encouraging a strong partnership between parents, staff and children to create a caring, safe community where children feel unique and valued;
- Promoting an awareness of, and respect for, a diversity of cultures, values, beliefs and abilities in line with Modern British Values;
- Deliberately limiting the size of the school;
- Ensuring class sizes are small, multi-aged and non-competitive;
- Adults listen authentically to every child’s voice;
- Offering a culture of non-violent communication.

Planning

We plan our curriculum in three phrases:

- Curriculum Frameworks (long-term plans for Literacy, Numeracy and Science & Environmental Education) are organised to accommodate mixed age teaching groups. They indicate which topics are to be taught and to which group. Topics are based on our Science and Environment framework.
- Medium-term plans give clear guidance on the objectives for each topic. There are also policies and suggested progression documents for Music, Movement, PHCE, MFL, Religion Culture & Spirituality and Visual Arts to support this. Examples of plans are kept in the office and current plans are displayed in classrooms.
- Short-term plans are those that teachers form personally on a weekly and daily basis. They set out the learning objectives and identify the resources and activities that could be used in lessons.

In all three phrases, it is acknowledged that unplanned and spontaneous learning should be celebrated and valued, and that cross-curricular links make learning more relevant, real and holistic.

Early Years: The Early Years curriculum is planned so that there is coherence and full coverage of all aspects of the early learning goals in the Early Years Foundation Stage framework. We support the principle that children learn through play and by their involvement in a rich and stimulating environment.

Assessment

Assessment is a tool to aid planning and learning. We have several methods of recording and assessing the children's progress and, due to the Human Scale nature of the school, staff know children extremely well. This means that less quantifiable objectives such as breadth of learning, focussing on a task, social and emotional maturity, and creativity are noticed and honoured in forming a holistic picture of a child. Parents are encouraged to take an active role in their child's education and on-going assessment is shared with them. The Council of Management is given regular progress reports.

Roles and Responsibilities

The Council of Management holds overall responsibility for the curriculum.

The Teacher in Charge is responsible for the leadership of the curriculum and for monitoring its provision.

Teaching staff are responsible for the curriculum being well-planned and taught, management resources and reviewing policies and medium-term plans when necessary.

The Role of the Subject Leaders

Within the school's organisation each class teacher takes on the responsibility for leading on a subject area of the Written Curriculum. It is the role of subject leader to:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through staff observation and discussing planning and strategies together.
- Reviewing curriculum plans
- Audit, order and manage resources to enhance learning experiences for the pupils.

The Teacher in Charge must report progress of children to Council and organise for policies to be reviewed regularly.