



Curriculum Statement

High Ash CE , Overstone, St Michael's CE Schools

High Ash CE , Overstone and St Michael's CE schools have a long standing network learning community in which the schools work together to provide the very best learning opportunities for all of our children. We have jointly designed an engaging and inspiring curriculum to meet the requirements of the new National Curriculum (September 2014). This curriculum statement reflects the curriculum taught at the three schools.

We endeavour to provide a well ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their own potential. We aim to create successful learners, confident individuals, and responsible citizens who will be prepared for their next steps of education and the opportunities, responsibilities and experiences of later life in modern Britain.

We have designed a broad and balanced curriculum which is based on each school's chosen values and aspirations for our children promoting individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The curriculum is planned to enable children to develop knowledge, skills and attitudes appropriate to their age and ability. The curriculum we have planned will help to develop lively enquiring minds, so that children have the ability to question and discuss rationally and are able to apply themselves to tasks, physical skills and social situations. The curriculum has an emphasis on skills relevant to children so that they can apply them in different situations for different purposes and across subjects.

We aim to provide a wide range of planned experiences for children to stimulate their interest and imagination and fully extend children of all abilities. We personalise learning, tailoring it to the needs, interests and aspirations of each individual. We aim for all children to access with confidence the different activities offered, regardless of their ability, gender, religion, race or cultural/ethnic background. In order to develop and extend a child's skills and knowledge, we use a balance of teaching methods suited to different learning styles addressing the needs of visual, kinaesthetic and auditory learners. There are opportunities for whole class, group and individual teaching. Practical work involving structured play, observation, exploration and experiment is important in concept development. Attention is also paid to presentation and accuracy. Children are encouraged to reflect on their own progress and achievements and be involved in setting their own targets for improvement.

The curriculum is characterised by the following principles:

- **Breadth** A broad curriculum will introduce the children to a wide range of concepts, skills, knowledge and attitudes.
- **Balance** A balanced curriculum ensures that each area of learning and

experience will be given appropriate attention in relation to the curriculum as a whole.

- **Coherence** A coherent curriculum is planned as a whole to ensure that the different areas of learning and experience are not unconnected but contribute to overall progress and achievement.
- **Relevance** A relevant curriculum will take account of the previous learning of children and their readiness for new experience.
- **Differentiation** This involves matching tasks to children's individual abilities and aptitudes. Children are taught according to their abilities and aptitudes.
- **Progression** The curriculum is organised so that children's skills, knowledge and concepts are extended in a systematic way without unnecessary repetition or sharp changes in the levels of achievement expected of them.

In the Foundation stage children follow the statutory framework for the Foundation Stage. This consists of seven areas of learning; three prime areas of Personal, Social and Emotional Development, Physical Development, and Communication and Language and four specific areas of Literacy, Mathematics, Understanding the World and Expressive Art and Design.

Year One and Year Two cover Key Stage One of the new National Curriculum (September 2014). Year Three, Four, Five and Six cover Key Stage Two. This consists of ten subjects: English, Mathematics, Science, Computing, History, Geography, Art and design, Design and Technology, Music and Physical Education. We also teach Religious Education and Personal Social Health Citizenship Education to all children and French in Key Stage Two. The content for each curriculum area is detailed on our school websites.

We are committed to ensuring our children are physically active. Through the PE curriculum children enjoy a range of activities including team games, dance, gymnastics and swimming. We participate in a range of competitions against other schools throughout the year. We also offer a wide variety of extra curricular activities to cater for children's different talents and interests. These vary from term to term but generally include sporting, musical and arts clubs as well as special interest clubs.

Our curriculum is enhanced by special events within school and the network, which for example includes visiting drama groups, musicians, dance experts, sports specialists as well as historians, local artists and speakers. Visits are made in the local community, day visits and residential visits. Special curriculum events and assemblies also enrich the curriculum offered.

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Written July 2014