

Curriculum

The curriculum of the school is based upon an understanding of, and concern for, the individual and the development of each child's potential for learning. In planning the curriculum, careful consideration is given to the requirements of:-

- (a) The Early Years Foundation Stage Curriculum – Reception classes
- (b) The New National Curriculum 2014 – Key Stage 1 and 2, Years 1 - 6
- (c) Programmes of study
- (d) The resources of the school, both human and material

in order to provide each child with meaningful opportunities for growth and development. High priority is given to Maths, English, Oracy and Rational Investigation taught through a wide and practical range of experience. Programmes of study in the National Curriculum core subjects of English, Mathematics, Science, Computing and Religious Education together with the foundation subjects of Geography, History, Art, Technology, Music and PE are being implemented throughout the school within all year groups. In planning the whole curriculum the school also takes into account the teaching of Special Educational Needs, Personal, Social, Health and Citizenship Education, gender and multi-cultural issues and Environmental Education.

Teaching Methods

Teaching methods are varied to suit the age of the class, groups or individuals. All year groups follow the guidelines for the National Curriculum.

In the youngest classes the children are introduced to a range of broader activities often through integrating subjects in topic or project activities. Some activities they do on their own, others involve learning to share and co-operate with other children. In Years 3 and 4 basic skills are further developed and practised. Children undertake more difficult tasks within a wide curriculum with encouragement to become increasingly independent. As they move through their last two years pupils' responsibilities are broadened and they are prepared for transfer to Secondary School.

Detailed plans and records are maintained at every stage to ensure continuity and assist in the transfer from one teacher to another. The teachers plan the work for the parallel classes. Each teacher is usually responsible for the greater part of the work of their class although there may be specialist teaching in some areas. Within the classes the teachers are sensitive to the differing needs and abilities of the children and the range and pace of the work is varied accordingly.