

Policy on the Curriculum

Our curriculum must accommodate the needs of our children at all stages in the process of lifelong learning.

Children have a right to be considered in the planning process, to exercise choice within the broad framework of opportunities on offer and within the activities associated with a single course or experience.

The working definition of curriculum used in this policy is:-

“The network of planned learning opportunities”. (All the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Curriculum, but also the range of extra-curricular activities that we organise 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.)

These opportunities are available in a wide range of learning environments in our school, some formal, some informal, including Early Years, Pre Preparatory and Preparatory departments, Farm, libraries and sports facilities.

This should take account of the appropriate range of skills, knowledge and understanding, dispositions and values required for a personally rewarding life, productive future employment and effective citizenship. This is important in a multicultural society.

The planning of the curriculum should also recognise the changing needs of society and the interests of the children.

This policy provides a framework that translates the values and aims of the school into effective teaching and learning.

The policy covers both the National Curriculum, which provides the legal foundation and secures an entitlement for all pupils, full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and physical, and aesthetic and creative education and all that is learned in school, formally and informally, and within and beyond the school day through our own plans and schemes of work.

At MKPS we aim to:-

- Cater for the needs of individual children from all ethnic and social groups, providing subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement, the most able and those who are experiencing any learning difficulties. Where a pupil has a statement, offering education which fulfils its requirements. (1)

Policy on the Curriculum

- Encourage pupils to acquire skills in speaking and listening, literacy and numeracy and other skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, providing adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life. (2)
- Provide personal, social and health education which reflects the school's aims and ethos.
- Ensure that all pupils have the opportunity to learn and make progress. (1/3)
- Ensure that there is a match between the child and the tasks s/he is asked to perform, pupils above compulsory school age being offered a programme of activities which is appropriate to their needs. (3)
- Provide a broad and balanced curriculum. (1)

(1) Planning for Breadth and Balance

- **Breadth** is achieved by ensuring that all children experience a curriculum which contributes to their development of skills, knowledge and understanding, and attitudes.
- **Balance** is achieved within each phase of education by providing significant experience of activities and methodologies that develop key skills, knowledge and understanding, and attitudes.

(2) Life Long Learning

- Personal development.

(3) Planning for Continuous, Coherent and Progressive Learning

- **Coherence** is achieved when consistent and complementary approaches to learning and teaching are deployed; when children are aware of how different parts of their learning complement and support each other; acquired skills and knowledge can be applied across a wide range of contexts and situations.
- **Continuity and progression** are achieved when all learning takes account of previous experience, achievement and attainment; when children are provided with challenging but attainable tasks; when children have the opportunity to follow a programme of study at an appropriate level using materials, resources and methodology appropriate to levels of maturity.

Policy on the Curriculum

A curriculum, which offers breadth of experience and balance of opportunities for learning, which acknowledges and builds on what has already been learned, is the entitlement of all learners.

As well as breadth and balance the curriculum must embody sufficient flexibility to meet the varying needs, abilities and aspirations of all children.

It must also provide increasing challenge for the children and the possibility of progression, across the various transition points, to maximise each child's potential.

Such a curriculum will only be possible if we show the determination to exploit all possible sources of support, human and technological, to provide appropriate learning opportunities for all our children.

In particular we must capitalise on the new and exciting opportunities presented by Information and Communication Technology to empower the children and put them in touch with a wide range of information.

The choices on offer at any point within the curriculum must be appropriate to the age, abilities and aptitudes of the child.

This is a challenge to those of us who plan but we must strive to meet this challenge by accessing all possible resources and harnessing all possible opportunities.

If all children are to have equality of access to an appropriate range, choice and quality of curricular experience there are significant implications for the level of support and differentiation available to children with a wide range of attainment and interest.