



GEMS HAMPSHIRE SCHOOL

Curriculum Policy

(Revised November 2008)

Rationale:

Gems Hampshire School offers a broad and exciting curriculum that develops children's knowledge, skills and talents supporting them to become reflective, problem-solving independent learners. In order to ensure that children make maximum progress and are prepared for higher education and lifelong learning all children experience a balance and range of subjects.

Aims:

We aim to:

- produce children who understand the value of knowledge, skills and worldwide citizenship within a global perspective;
- provide a holistic education in which the different elements of curricular provision - facilities, resources, teaching, and learning content - are purposefully linked to provide an education responsive to the uniqueness and special potential of each child;
- provide a broad, balanced and enriched curriculum encompassing the taught curriculum, the enrichment offered in the extended curricular programme, and the informal curriculum;
- help children to become knowledgeable, confident and active learners with a desire to explore and solve problems in innovative ways;
- encourage children to make well-informed decisions about the significant influences on their lives and, where appropriate, the lives of others, especially in relation to values, beliefs and customs.

The Taught Curriculum

The curriculum will ensure coherence in children's learning, which will help them achieve well. Continuity and progression through succeeding phases of education will be assured through the quality of whole-school curriculum planning and its response to the outcomes of pupil assessment.

Equality of access to each part of the curriculum implies courses of study that are geared to the different needs and abilities of the children. All children will be taught the same key skills and content for each component of the core programme, but schemes of work will be designed to enable children who may not have mastered those skills to receive extra support, whilst others will enrich their learning through extended topics, in readiness for moving on to the next component. The enrichment programme is organised to cater for those who require learning support and for the gifted and talented.

The Foundation Curriculum (*Kindergarten and Reception*)

The following Early Learning Goals detail the expectations for most children to reach by the end of the foundation stage:

- personal, social and emotional development;
- communication, language and literacy (to include a modern foreign language);

- mathematical development;
- knowledge and understanding of the world;
- physical development;
- creative development.

Each area has a set of relevant stepping stones as the children progress through the foundation stage. Much of the curriculum is delivered through cross-curricular themes. Planning includes opportunities for indoor and outdoor play and a wealth of activities and opportunities for children to learn from first-hand experiences. The curriculum is planned with strategies such as 'plan, do and review' so that children are able to develop as independent learners.

The Core Curriculum

The core curriculum will consist of communication (in more than one language), numeracy, science and technology. Between Years 1 and 8, it will also include humanities, creative arts, physical education and personal, citizenship and health and social education.

The Extended Curriculum

The curriculum will be further enriched with extra-curricular activities. All children are encouraged to spend some time after school engaged in a club or activity designed to broaden their experience and improve their skills and knowledge. Children will have opportunities to participate in activities that may be closely related to the subjects they study during the day, for example in a computer or drama club, or may open up a totally new experience as in a chess club.

Homework forms an important part of the extended curriculum. Subject policies contain a section on homework which ensure that it is worthwhile and stimulates children's interest. Homework should be concerned with research, problem solving, the reinforcement of learning, and encouraging children to use their initiative. It will follow an agreed appropriate timetable, known to parents, children and teachers. It will not be about simply finishing off work not completed in lessons.

The Informal Curriculum

Children's attitudes, values and behaviour will be shaped to a large extent by the informal curriculum. The achievement of those elements of the school's vision that relate to the personal characteristics of the school's children - the acceptance of social, economic and political responsibilities within a global community, respect for others based on a strong sense of self, and a clear understanding of, and respect for, the qualities and exercise of leadership – relies greatly on the quality of this aspect of school life. A strong commitment of staff and children to the school's vision and the positive relationships that ensue contribute significantly to a strong and supportive ethos. The care, understanding and support shared within the school community are the observable outcomes.



Mealtimes are an important part of the school day where staff and children are able to interact and children are supported in selecting healthy food and in developing their social skills.

All the staff are aware of the significance of the informal curriculum and seek to be the role models in their relationships with one another and with children.