

Policies & Procedures:
Curriculum Policy



At Gateway we recognise that primary education and the stages within it are part of a journey, and that the greater the pleasure a child takes from each stage the more likely they are to succeed on moving onwards.

At Gateway School our aims are to

- provide teaching of the highest standard, encouraging children to give their best
- foster a culture based on empathy, co-operation and respect for others, where individuality is valued and nurtured
- encourage a child's natural curiosity and enthusiasm to gain the learning and life skills needed for the future
- create a safe, caring and stimulating environment in which children develop the independence, confidence and self-discipline to make responsible decisions
- develop each child's awareness of their contribution and involvement in the school, local, national and global communities
- provide a wide variety of opportunities for learning within and beyond the curriculum
- communicate effectively with parents to support each child's development

Curriculum

Children at Gateway experience a highly stimulating education which is both broad and balanced, offering a full range of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative disciplines. In addition to the curriculum taught within school hours the wide choice of extra-curricular activities allows children to further their interests and show other talents.

We follow the national curriculum while aiming to expand its scope substantially. While subjects have their own distinct areas of skills and knowledge we try to make learning more meaningful to children by incorporating themes across curriculum areas.

In Early Years the Stepping Stones Curriculum supporting the six Early Learning Goals is complemented by Montessori practice.

On transfer to Reception children continue to build on their Foundation Stage profile. Children are under the care of a class teacher who delivers Literacy, Numeracy, and Humanities; children are introduced to further subjects through specialist teaching in French, Music, Technology, PE, Art and ICT; PSHE is implicit in all areas of the curriculum. This approach continues from Year 1 to 4, during which children follow a course of study based on KS1 and KS2 the National Curriculum, including participating in National testing and interim tests.

During Years 5, 6 and 7 children are taught entirely by specialists in each subject area and continue to follow KS2/3 in the National Curriculum. The subjects taught are English, Maths, Science, French, Italian, Japanese, Geography, History, RE, PE and Games, Technology, Art, ICT, Music, Drama and PSHE. Children are under the pastoral care of a tutor, who is responsible for developing an overview of their progress.

Realising Potential and Meeting Needs

The nature of the curriculum and co-curriculum, combined with small class sizes and specialist teaching offers children a range of opportunities to learn and make the best progress of which they are capable. This includes the acquisition of skills in speaking and listening, literacy and numeracy.

Through our approach to the curriculum and teaching we seek to instil children with the happiness, fulfilment, motivation and independence which they need to make the most of the opportunities, responsibilities and experiences which adult life offers.

Throughout the curriculum subject matter appropriate for the ages and aptitudes of children, including those children with special needs or statements. Teachers are expected to differentiate in order to help pupils of different ability to fulfil their potential. A curriculum differentiated for every pupil will build on past achievements, present challenges to allow for more achievements, provide opportunities for success and remove barriers to participation.

Summary

We take a holistic approach to teaching considering carefully the importance of all the different facets of learning, in particular social development alongside academic, while ensuring each child's physical and emotional welfare is secure. Our aspirations for children at Gateway are that they are confident and well rounded, and above all happy, with the capabilities necessary to succeed in their future life and learning.

Person(s) responsible

The Headteacher is responsible for the review of the policy and monitoring the effectiveness of its implementation

All teaching staff should recognise this policy in their practice