

BURFORD SCHOOL



# Burford School

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## Policy on Curriculum



INVESTOR IN PEOPLE





## POLICY ON CURRICULUM

**This policy was approved by the governing body on 9th May 2007**

**This policy will be reviewed Summer 2009**

The general aims of the school, which underpin the curriculum, are intended to allow all pupils:

1. To develop a sense of self-respect and self-confidence leading to satisfaction and personal fulfilment at each stage of development.
2. To develop lively, enquiring minds, imagination and the ability to question and argue rationally.
3. To apply themselves to a variety of tasks and see them through to the end.
4. To acquire knowledge, skills and attitudes relevant to their future lives in a rapidly changing world.
5. To develop proficiency in the use of language and number.
6. To develop a morality based on religious and family values and a respect for other races, religions and ways of life.
7. To build up and preserve good, lasting traditions of fairness, duty and service to individuals, the school and the community.
8. To develop strength, agility and high standards of physical health.
9. To understand the world in which we live and the interdependence of individuals, groups and nations.
10. To appreciate past and present achievements and aspirations.

The school aims to provide a stimulating environment in which the learning process may take place. The school aims to be inclusive giving all children access to an appropriate education that affords them the opportunity to achieve their personal potential by setting suitable learning challenges. The range of experiences offered is flexible enough to take account of the individual differences in the way that children acquire knowledge and understanding. The school aims to safeguard the interests of all children and remove barriers to learning and participation. The school aims to ensure that opportunities are the same for all children, regardless of gender, religion, ethnic origin, aptitudes and abilities.

All members of staff are responsible for seeing that these aims are achieved. Everyone in school – teachers, support staff and the children themselves – tries hard to maintain an atmosphere that is happy, calm and purposeful.

The older children in the school are expected to show a good example to the younger children and are given greater responsibility for their own learning both at

school and at home. Curriculum continuity and progression are given high priority and there are written policy statements on the various areas of the curriculum. These are designed to be of real help to both new and established members of staff, giving clear advice on curriculum issues and helping to avoid inappropriate repetition of work. Each member of staff who has curriculum responsibility acts as an adviser to other members of staff, helping to ensure that continuity exists in all aspects of our work.