



Curriculum Policy Statement



At Manor we:

- Value individuals and communities
- Acknowledge specific individual needs and meet them as far as possible within available resources
- Provide wide and varied education experiences, based on the Early Years Foundation Stage Curriculum and National Curricula, using the school's own cross-curricular approach
- Ensure that in drawing up our whole school curriculum we establish and foster high expectations in order to raise standards and broaden entitlement.

To establish an entitlement

All pupils will have equal access to the whole curriculum – Foundation Stage, Key Stage 1 and 2.

When planning the curriculum, we will ensure it:

- Draws on and recognises the value of linguistic, religious, cultural and ethnic diversity, particularly within our local community, and that it presents positive images to our pupils
- Caters for the needs of all pupils
- Recognises and plans for the needs of all pupils including those with special needs and more able pupils
- Uses available resources effectively to meet the needs of all pupils
- Actively encourages acceptance, understanding and good citizenship, and also challenges the use of stereotypes and lack of acceptance of any type.

In particular all pupils will:

- Have planned opportunities to develop and apply their literacy, numeracy and ICT skills across a range of curriculum areas
- Experience planned programmes of personal, social and health education and citizenship and of social, spiritual, moral and cultural development
- Receive accurate and helpful feedback from teachers on how well they are doing at school and ways of improving their work and guidance in setting their own targets
- Have a record of curriculum achievement based on assessment, observation and discussion with their parents/carers
- Work in an environment that is safe, secure, exciting and stimulating
- Participate in a variety of activities that enrich the curriculum, for example, visit, residential experiences, performances, sports and art.

To establish standards

- We regularly monitor and compare our school's national test results and teacher assessments against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our pupils' attainment further
- We are aware of gender differences in our pupils' attainment and ensure consistency within our teaching and learning policy
- Ensure we develop our own professional expertise in order to improve pupils' attainment.

In conclusion

- We value parents as the first and most important educators
- We have regular parents meetings to share information, a school brochure that explains our work, regular meetings with our governors and representatives from the LEA, regular newsletters and activities that involve the local community
- We try to ensure that parents and carers know what pupils are learning through regular curriculum newsletters and by communicating pupils targets to them
- We have procedures for dealing with parental concerns and complaints.