

## **The Gateway Federation Curriculum Statement:**

### **Introduction**

At the Gateway Federation, we believe that the curriculum is a powerful tool that promotes 'a passion for learning' and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on our 'Family Values'. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at the Gateway Federation is evolving according to the needs of our children and to the aspirations of the staff and community.

### **Family Values**

We have developed a set of values that underpin all of our interactions with children, adults and the whole school community. Our 9 Family Values are:

Friendship - September  
Respect - October  
Peace – November and December  
Truthfulness and honesty – January  
Love - February  
Hope – March/ April  
Trust - May  
Thankfulness - June  
Courage - July

We recognise that learning needs to take place in a welcoming and caring environment where relationships between parents/carers, staff and children are based on respect.

### **Aims and Objectives**

The aims of our school curriculum are:

- To promote the spiritual, moral, cultural, mental and physical development of pupils
- To prepare pupils at the school for the opportunities, responsibilities and experiences of later life
- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and computing;
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;

- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their emotional development.

### **Curriculum Delivery:**

To enable children to enjoy, achieve and experience a broad and balanced curriculum, and ensure all statutory requirements are fully implemented, learning is organised, planned and delivered through:

- A curriculum theme, that draws together different elements of school life to embed connections in thinking and to give meaning and purpose to learning.
- Opportunities for first hand learning including a range of school visits, residential, outdoor learning, research opportunities and extra-curricular activities.
- Offering access to a range of services and activities that supports and motivates children to achieve their full potential.
- Themed weeks to link areas of learning together eg DT, E-safety, Science, Green Week.
- In line with the school ethos, effective Assessment for Learning practice within each lesson
- A policy of inclusion and equality of opportunity including effective provision for all groups e.g. identified underachieving ethnic groups, SEN, EAL G&T children.
- A programme for MFL in KS2 focusing on French and Spanish.
- Long, medium and short term planning ensuring the progression of subject specific skills and knowledge.
- Appropriate and rigorous differentiation linked to the main learning goals and success criteria.

In the Early Years Foundation Stage we use Development Matters, non-statutory guidance to implement statutory requirements for education of children in Early Years' settings.

In September 2015 the National Curriculum was statutory for all pupils from Year 1 upwards and for the first time is also statutory for pupils in Years 2 and 6. Every term we send home a summary of the areas of study their child is learning.

In planning for the new National Curriculum, introduced in 2014, we took the best of the 'old' plus thinking from the 'new' to create dynamic and memorable learning for our children.

When children transition to secondary school and beyond we want them to be confident youngsters, fully equipped personally and with study and research skills to pursue knowledge and a joy of learning.

### **Our curriculum design acknowledges:**

- The world that children are being prepared for and the skills they will need as adults are changing, so children are taught to be flexible, sometimes to be able to lead a team and at other times to be part of a team. Building Learning Powers support this flexible approach.
- The importance of pedagogy and research in learning. For example the theories of growth mindsets, learning styles and emotional intelligence are shaping our approach to learning. We aim to draw out individual children's talents and enable every child to be successful and confident.