



# THE PREMIER ACADEMY

## Curriculum Aims

At The Premier Academy we aim to:

- develop self-confidence and independence
- encourage exploration and experimentation
- build self-esteem
- encourage fluency
- provide worthwhile activities appropriate to the age and stage of development of the child

By providing a curriculum which:

- is active and practical
- is enjoyable
- is collaborative and social
- supports all areas of learning and experience
- supports effective transition from home to school
- is planned, progressive and matched to each child's needs
- is monitored and recorded
- builds on, accepts and values previous experiences
- values the contribution parents make to education by involving them in partnership and communicating the purposes and aims of the Academy

Children should be:

- talking to adults and other children
- listening to teachers and other children
- celebrating their work
- asking questions and finding answers
- collecting and selecting the materials they need
- absorbed and concentrating
- working on one task or activity for increasing lengths of time
- taking pride in their own and others' achievements
- developing, practising and mastering skills
- playing
- reading, writing, calculating, drawing and painting
- singing, moving
- planning, composing, making and evaluating things
- watching
- demonstrating
- experimenting
- explaining and describing their work
- helping each other, working in groups
- understanding the work they do

- making mistakes, trying things out
- working in groups of varying sizes, gender balance and ability, for a range of activities

Teachers should be:

- planning, organising, offering experiences and activities for children
- providing a broad active and practical curriculum which motivates children
- providing a stimulating environment, activities and resources
- organising their work, children's tasks, the classroom environment and equipment
- planning tasks and activities that meet the needs of individuals and groups
- balancing teaching, supporting, encouraging independence and experiment
- monitoring, assessing and recording children's learning
- encouraging children to experiment, take responsibility and make mistakes in a supportive environment
- recognising the achievements of children (individuals and groups), parents and other adults
- giving positive feedback and setting new targets
- through awareness of children's attainment, setting new targets and challenges that ensure progress for each child
- consolidating skills and knowledge by relevant and varied practice
- setting standards and rules and helping children to understand them
- evaluating the curriculum
- talking with children, teachers and parents
- listening to children, teachers and parents
- organising the work of other adults working in the classroom
- providing models of behaviour and adult activities
- working as part of a team, providing skills, information and support and benefiting from the contributions of others
- keeping up to date with relevant issues
- considering their own professional development
- experimenting, trying new ideas