

Curriculum

All children have a right to access a curriculum that is appropriate for their needs and that will allow them to achieve their potential. As staff we will consider the individual needs of each child, such as gender, race, special educational needs, gifted and talented, English as additional language and mobility to ensure that each child receives a curriculum that is appropriate for them.

We are guided by Tower Bridge School vision and values:

At Tower Bridge we learn and succeed together

Teamwork

Overcoming challenges

Welcoming everyone

Excellence, enjoyment and effort

Respect for all

Be the best we can be - believe

Resilience and responsibility encouraged

Independent learners shine

Diversity is celebrated

Goals are aspirational

Engaging everyone everyday

Values

- ❖ Democracy
- ❖ Rule of Law
- ❖ Individual Liberty
- ❖ Mutual Respect and Tolerance of those with different Faiths and Beliefs

Statutory Requirements

At key stages 1 and 2 the statutory subjects that all pupils must study are:

- ❖ art and design
- ❖ computing
- ❖ design and technology
- ❖ English
- ❖ geography
- ❖ history
- ❖ languages (KS2 only)
- ❖ mathematics
- ❖ music
- ❖ physical education
- ❖ personal, social, health and economic education
- ❖ religious education
- ❖ science

The curriculum should be broad and balanced and promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It should prepare pupils for the opportunities, responsibilities and experiences of later life.

Aims

Our aims for the Tower Bridge Curriculum are in line with those of the National Curriculum:

We wish to:

- ❖ Ensure that children make progress in Literacy, Numeracy and other curriculum areas
- ❖ Provide a curriculum that is interesting and engages the children as learners
- ❖ Provide a curriculum that is fully inclusive
- ❖ Promote creativity through cross curricular links (where appropriate)
- ❖ Develop ICT skills through all subjects
- ❖ Promote personal, spiritual, moral, social, health and cultural development across the curriculum
- ❖ Promote community cohesion at all levels
- ❖ Develop children's skills across the curriculum, including thinking skills.
- ❖ Promote financial capability, enterprise education and education for sustainable development.
- ❖ Ensure the school environment reflects the diversity of cultures and religions represented in our school community.

Behaviour & Discipline

The Governors believe that for effective learning and wholehearted support for the school, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline. The Governors have issued the following statement setting out what they think each pupil, parent and teacher has a right to expect and what it is reasonable to expect of them in return.

As Governors we recognise the rights and responsibilities of all pupils, parents and staff. We therefore expect all pupils, parents and staff to show due respect and courtesy to one another. In particular we believe:

Pupils are entitled to:

- ❖ Work and play in a secure environment, without fear or disruption
- ❖ Receive praise and recognition for their efforts and achievements
- ❖ Be respected as individuals
- ❖ Be subject to discipline that is fair, consistent and explicit in its expectations
- ❖ Receive understanding and support to help them meet the school's expectations

Parents are entitled to:

- ❖ Be respected as partners in the education of their child
- ❖ Be consulted at an early stage if their child is causing concern
- ❖ Receive clear information on all aspects of their child's progress
- ❖ Receive clear information on how to approach the school if they are concerned
- ❖ Receive clear information on their rights when any formal disciplinary measures are taken

Staff are entitled to:

- ❖ Work in a secure environment without fear or disruption
- ❖ Expect pupils to comply with reasonable instructions, given that staff have legal responsibility for the safety of all children in their care
- ❖ Receive support in their efforts to maintain the good conduct of the school and efficient learning

Pupils, parents and staff are all responsible for ensuring that others have the same rights as they do.

Responsibility for discipline in the school rests primarily with the Headteacher, subject to the statement on discipline from the Governing Body. The Governors are called upon from time to time to consider whether particular disciplinary action is appropriate where a dispute arises. While we shall try always to respect the individuality of pupils, parents and staff, the school is a community and there are times when the greater good of the whole school must take priority.

The Governors do not wish to draw up an exclusive list of proscribed behaviour and sanctions. We expect fair and reasonable behaviour and the full circumstances of each case to be properly considered. But we wish to make it clear that in exercising our functions, the Governors will regard the following as unacceptable behaviour at Tower Bridge:

- ❖ Any action inconsistent with school policies
- ❖ Any form of violence, bullying or intimidation
- ❖ Racist or abusive language
- ❖ Bringing to school any inappropriate item
- ❖ Action outside of school that brings the school into disrepute
- ❖ Influencing pupils to participate in unacceptable behaviour

We believe that good order and mutual respect between pupils, parents and staff will be promoted where expectations are made clear and are widely accepted.