

MALVERN PARISH CE PRIMARY SCHOOL

‘LEARNING TOGETHER FOR AN EXCITING FUTURE’



CURRICULUM POLICY

LAB Approval:

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Member of Staff Responsible:

Name: Martyn Bream



Malvern Parish CE Primary School

'Learning Together for an Exciting Future'



At Malvern Parish our vision is for all children and adults to become aware of their God given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future.

This vision is deeply rooted in strong Christian tradition and based upon:

"I come that they may have life and have it to the full". John 10.10

"For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life.



Aims

- To enable all pupils to flourish as individuals, achieve academically and build firm foundations for the future;
- To provide a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for lifelong learning;
- To enable pupils to develop their resilience, resourcefulness, reflectiveness and the ability to build good relationships;
- To enable pupils to be positive citizens based on Christian and British values;
- To fulfil the requirements of the National Curriculum and the Worcestershire Agreed Syllabus for Religious Education.

We have worked hard to develop a rich curriculum that meets the needs of all of our learners. Our learning is based around themes and topics, and will often use a book or narrative as a stimulus or starting point. We make cross-curricular links where meaningful and possible, which helps children to see the link between language, reading and writing and a range of other subjects. Wherever applicable and useful, maths will be connected to the theme and will often focus on problem solving.

Learning is planned and sequenced in order to develop skills and knowledge and moves towards a clearly defined end point. It is designed in such a way that enables children to build upon what has been taught before and to transfer key knowledge to long-term memory. Good learning behaviours are exemplified by our Learning Friends and teach children how to be resilient, reflective, and resourceful, and also how to build good relationships.

Our curriculum ensures that National Curriculum statutory requirements are fulfilled and provides opportunities which are broad and balanced. This means that children are able to succeed academically, flourish individually and are prepared for life in modern Britain.

National Curriculum (Statutory Requirements)

Mathematics

Mathematical understanding is essential to everyday life. With this in mind, we endeavour to ensure that our pupils develop a positive and enthusiastic attitude towards mathematics that will stay with them and prepare them for their future employment and financial independence.

We are committed to ensuring that all children achieve mastery in the key concepts of mathematics, appropriate for their age group, in order that they make genuine progress and avoid gaps in their understanding that provide barriers to learning as they move through education.

A detailed, structured curriculum is mapped out across all phases, ensuring continuity and supporting transition. Effective mastery curricula in mathematics are designed in relatively small, carefully sequenced micro-steps, which must each be mastered before children move to the next stage. Fundamental skills and knowledge are secured first. This often entails focusing on curriculum content in considerable depth at early stages.

Throughout school, we aim to foster a positive attitude to mathematics as an interesting and attractive part of the curriculum. Pupils develop the ability to think clearly and logically, with confidence, flexibility and independence of thought and develop a deeper understanding of mathematics through a process of enquiry and investigation. They also develop the ability to apply knowledge, skills and ideas in real life contexts outside the classroom, and become aware of the uses of mathematics in the wider world. Pupils are encouraged to work both alone and cooperatively to solve mathematical problems, and develop personal qualities such as perseverance, independent thinking, cooperation and self-confidence through a sense of achievement and success.

By the time our pupils leave us at the end of Year 6, they will be confident mathematicians who can use mathematics to analyse and communicate information and are able to develop mathematical understanding through practical tasks, enquiry and experimentation.

English

At Malvern Parish CE Primary, we aim for our pupils to become skilled and enthusiastic users of the English language through speaking, listening, reading and writing.

Throughout the school, lessons will include elements of all these aspects with particular focus on developing skills in a specific area. Pupils are encouraged to develop their speaking and listening skills in a range of contexts across the curriculum through opportunities for paired, group and class discussion as well as exploration through storytelling and drama.

Early reading is taught through the Letters and Sounds phonics programme in EYFS and KS1; together with a range of activities and experiences aimed at developing understanding and nurturing a love of books and reading. As pupils progress in their decoding skills, there is more emphasis on independent language comprehension and analysis of different writing styles.

Pupils are encouraged to become independent writers and to transfer skills acquired in speaking, listening and reading to their writing. Pupils will have many opportunities to explore writing for different purposes and audiences in a range of curriculum areas. Pupils are encouraged to present their work in a variety of media including use of ICT.

Specific skills in writing, such as spelling, handwriting, punctuation and grammar, will be directly taught and applied through written work.

Through our English curriculum, we aim to give pupils valuable lifelong communication skills.

Science

In science, we believe that pupils should be curious and ask questions about what they see occurring and how things behave. They are encouraged to use scientific vocabulary from an early age to talk about what they have found out and to communicate their ideas in a variety of ways. As the pupil's progress through school, they should select the most appropriate ways to answer science questions using different types of scientific enquiry,

including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. They also use scientific knowledge to draw conclusions based on their evidence and use their understanding to explain their findings.

Computing

We strive to deliver a curriculum that develops children into responsible users of computing, with the skills to use it independently and apply computing skills to all subjects. The core of computing is computer science. In this, children are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Children will be taught to become digitally literate and able to express their ideas through information and communication technology. Children will apply the fundamental principles of computer science including abstraction, logic, algorithms and data representation. They will use their practical experiences to help solve problems, in particular when writing their own computer programmes. Children will become responsible, competent, confident and creative users of information and communication technology.

History

The history curriculum aims to ensure that pupils know and understand the history of our island as a coherent and chronological narrative, from the earliest times to 1066. Studies will include change in Britain from the Stone Age to the Iron Age, the Roman Empire and its impact on Britain, British settlement by the Anglo-Saxons and Scots, and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. We also aim to teach significant aspects of the wider world, including the nature of ancient civilisations and the characteristic features of past non-European societies, as well as helping pupils to understand historical concepts, methods of historical enquiry and gain an historical perspective.

Geography

We aim to inspire in pupils a curiosity and fascination about the world and its people, and equip them with a knowledge about diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. We focus on teaching locational and place knowledge, human and physical geography as well as geographical skills and fieldwork. An essential part of our humanities curriculum draws on our link with Mabawa Primary School, Tanga, Tanzania. This forms an integral part of our geography curriculum.

Art & Design

Our pupils will be engaged, inspired and challenged through a high-quality art and design programme. They will be equipped with both the knowledge and skills to enable them to experiment and create their own works of art, craft and design.

As the pupils progress through our school, they will learn to think critically about their own work, and have the opportunity to review and revisit their ideas.

Music

The teaching of music is based upon the fact that it is a creative and social art to be enjoyed. Children have the opportunity to enjoy musical experiences through listening, singing, movement and dance, and by playing tuned and un-tuned percussion.

Music should engage and inspire, so that the children have the opportunity to develop a love of music and their talent as a musician. Children will be able to compose and listen to different genres of music and evaluate what they have listened to. They will study the works of the great composers and musicians. Children will have the opportunity to learn a musical instrument, understanding how music is created with the dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

Design & Technology

Using creativity and imagination, pupils design, make and evaluate products that solve real and relevant problems within a variety of contexts. They acquire a broad range of subject knowledge and skills, and draw on other areas of the curriculum such as mathematics, science, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable of participating successfully in an increasing technological world.

Foreign Languages

We believe that teaching pupils different languages provides them with an opportunity to explore and understand other cultures, providing them with the skills to understand and respond to its speakers.

From reception through to Year 6, pupils are introduced to French and Swahili, as well a range of greetings for other languages. We focus on spoken language to encourage pupils to speak with confidence and fluency; extending the pupils' learning with some written work in Key Stage 2.

Languages are taught in a fun and interactive way using songs, puppets and games. Teachers from Mabawa Primary support us in teaching Swahili during their annual visit.

Physical Education and Physical Activity

We believe that a high-quality P.E. curriculum will inspire our pupils to succeed, to the best of their abilities, in a variety of games and physical activities, including competitive sport. This is supported through termly inter-house sports competitions. Our pupils are provided with opportunities to enable them to become physically confident, therefore improving their health and fitness. Fitter Futures enables pupils to continue this at home with their families.

Religious Education

We follow the agreed syllabus for Religious Education in Worcestershire. We aim to help pupils to develop knowledge and understanding of Christianity and other principal religious traditions represented in Britain, as well as providing opportunities for personal reflection and spiritual development. We encourage pupils to develop a positive attitude towards people who hold beliefs different from theirs, and promote good relationships with and between families, communities and religions.

Visiting places of worship is a significant part of our RE curriculum and pupils will visit churches, a cathedral, a synagogue, a temple and a mosque during their time at Malvern Parish.

Personal, Social and Health Education (PSHE)

PSHE encourages children to become healthy, responsible and independent members of society and active global citizens. We aim to develop self-esteem and self-confidence, and the ability to make informed choices relating to personal and social issues. We teach children to have respect for others and help them to develop good relationships with their peers, adults in school and members of the wider community. We encourage children to be independent and responsible members of the school community and be positive and active members of a democratic society. Our link with Mabawa Primary is key to achieving this.

Early Years Curriculum

At the heart of our teaching and learning in the early years at Malvern Parish are the characteristics of effective learning which are essential for children's development. These are:

1) Playing and Exploring:

- Finding out and exploring;
- Using what they know in their play;
- Being willing to have a go.

2) Active Learning

- Being involved and concentrating;
- Keeping on trying;
- Enjoying achieving what they set out to do.

3) Creating and Thinking Critically

- Having their own ideas;
- Using what they already know to learn new things;
- Choosing ways to do things and finding new ways.

Our Early Years curriculum is supported by the statutory and non-statutory guidance for the Early Years Foundation Stage (Department for Education and Skills). Our Early Years Foundation Stage curriculum supports Learning and Development within seven main curriculum areas:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Busy Bee Challenges

Each area of learning is incorporated into a variety of activities which the children are encouraged to complete. These are called The Busy Bee Challenges. These challenges are designed to encourage each child to access every area of the curriculum and therefore receive a broad and balanced educational experience. When the challenges are completed, the children collect a coloured stick and receive a certificate to reward their efforts. This also gives the children the opportunity to develop as independent learners who can approach an activity with the enthusiasm and confidence to challenge themselves. There is a strong emphasis on learning through play, both pupil initiated and planned play. The curriculum is delivered through a combination of whole class activities, adult-led focused activities and pupil-initiated activities.

The Prime Areas

Communication and language

- Listening, attention and understanding
- Speaking

At the core of our curriculum is interaction with the children which enables them to develop communication skills. Throughout the year, the children will gain confidence to express themselves in a variety of social and learning situations. There will be opportunities for them to demonstrate their understanding in an assortment of ways and to contextually use a range of broad and rich vocabulary.

Physical development

Physical activity is vital in children's all-round development and enables them to flourish and pursue happy, healthy and active lives. The two focus areas are:-

- Gross motor skills
- Fine motor skills

Physical development is at the heart of every area of learning as the children develop fine skills through a variety of play-based activities. Activities such as threading, construction, using pegs, tweezers, tools, using cutlery and malleable materials such as play dough, all enhance their hand eye coordination and ability to form letters for fluent writing.

Reception pupils have weekly P.E sessions where they develop gross motor skills such as negotiating space, demonstrating strength, balance and coordination and moving energetically in a variety of ways; running, jumping, dancing, hopping and skipping.

Personal, Social and Emotional Development

As this is such an important skill for the pupils to develop, we provide continuous opportunities for the pupils to develop skills in:

- Self-regulation
- Managing Self
- Building relationships

Integrated into the daily curriculum are opportunities for the children to develop all of these skills through the play-based curriculum. These skills are also reflected in the values and beliefs that are taught to the children in whole school collective worship and behaviour policy.

The children are taught about a healthy lifestyle and learn that physical activity is an important part of being happy and healthy. As the children become more independent, they learn to manage their own hygiene and personal needs as well as the importance of making healthy choices. Along with healthy food choices, this will include an awareness of sun safety, hydration, personal hygiene, screen time and good sleep routines.

The Specific Areas

Literacy

- Word Reading
- Comprehension
- Writing

At Malvern Parish C of E Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme.

We start teaching phonics in Reception which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.



Word Reading

The Early Learning Goal (ELG) states that children should be able to:

- say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In order to work towards the ELG, all pupils take part in daily phonics sessions. Particular focus is placed on blending and segmenting skills which are also shared with the parents in a phonics workshop. Within the classroom, reception pupils have a 'reading garden' where they can go and explore a wide variety of texts; both fiction, non-fiction, poetry, traditional and modern texts along with a text rich environment.

Parents are expected to listen to their child read for a short period of time daily. The children will take home a phonetically decodable book that is closely matched to their phonic knowledge from a range of reading schemes in order to practise their reading skills at home. In addition, the children will choose a class library book which we suggest is shared as a bedtime story. This allows the children to develop comprehension skills and also to listen to different character voices or expression to further develop their own reading skills.

The common exception words are taught throughout the Little Wandle phonics programme too. The 'tricky' part of the word is taught and these will be shared with parents and children so that they can then practise reading and writing them at home too. They are encouraged to notice them in different places, write them in steam or mud, sing songs and practise the letter formation within the word.

Comprehension

The Early Learning Goal (ELG) states that children should be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

During focus reading sessions and whole class reading, children will be asked to answer questions relation to what they have read or heard; including the meaning of new words. This enables the children to develop purposeful reading skills and also a love of reading for pleasure.

Writing

The Early Learning Goal (ELG) states that children should be able to:

- Write recognisable letters, most of which are correctly formed.

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In addition to their daily phonic sessions (please see reading), pupils are provided with the opportunity to write for a variety of different purposes: lists, labels, recipes, names, menus, stories etc. When children enter reception class, mark making is encouraged and promoted. Writing opportunities are available in all areas of the classroom, both inside and outside. Many of the physical development activities will help to support their writing ability and correct letter formation.

The children will sometimes work in a focus group to practice specific skills with an adult. The spelling of irregular common words should be correct and they will be taught how to use word mats and working walls to aid their writing. Many of the Communication and Language and Physical Development objectives further support effective writing. This may be to say and remember a sentence, considering finger spaces between words and punctuation such as a capital letter and full stop. They will record some work in their writing book and their self-initiated work may be added to their Busy Bee Book. Adults in the classroom will help the children to engage with their targets verbally and to begin to learn about the marking policy at Malvern Parish.

Mathematics

- Number
- Numerical Patterns

Number

The Early Learning Goal (ELG) states that children should be able to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

The Early Learning Goal (ELG) states that children should be able to:

- Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

As the children make progress towards the Early Learning Goal, they have opportunities to demonstrate their mastery skills in a range of appropriate activities, both inside and outside of the classroom. They will learn some of the strategies found within the key stage 1 mastery curriculum such as the use of ten frames, part-part whole models and the representation of numbers in different ways. This will help them to develop a sound early understanding of the number system.

Adults, in all areas of the classroom, will model mathematical language and use questioning to deepen the children's understanding and enhance their learning. Some activities will be child initiated and others will be planned focus activities. It is important that children develop positive attitudes and interest in mathematics, look for patterns and spot connections. Children will be encouraged to 'have a go' and talk about what they have noticed and not be afraid to make mistakes.

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World.

Through the variety of topics taught, the pupils build a range of knowledge and skills about their local community and the natural world around them. As we teach our Christian Values, the children will be sensitive to differences and curious as they learn how to take care of the world around them and each other. Families are encouraged to share their skills with reception class as we learn about each other; may this be culturally or to learn about different professions. We aim to visit local areas to provide a range of personal experiences to foster an understanding and increase their knowledge of the world around them, enriching vocabulary too.

Our global link with Mabawa Primary School in Tanzania provides the opportunity to celebrate other cultures and develop tolerance and understanding of different ways of life.

Expressive arts and design

- Creating with materials
- Being imaginative and expressive

The creation station and the role play areas in the classroom offer the opportunity for the children to develop skills such as using scissors and explore a range of materials to demonstrate their creativity and imagination. Role play also helps to develop their language skills and making relationships (PSED). The children are encouraged to choose their own resources and to share their creations, explaining the processes they have used.

Christian Values

At Malvern Parish, our vision is for all children to become aware of their God-given gifts so they can flourish as individuals, achieve academically and build firm foundations for the future. This vision is deeply rooted in strong Christian tradition and based upon:

“I come that they may have life and have it to the full”. John 10.10

“For I know the plans I have for you,” declares the LORD, ***“plans to prosper you and not to harm you, plans to give you hope and a future.”*** Jeremiah 29.11

We seek to develop our vision through our Christian values of Friendship, Respect, Trust, Peace, Truthfulness and Forgiveness and live out these values in every part of school life, including our curriculum.

British Values

Pupils have many opportunities to explore, develop and promote British values throughout our PSHE curriculum. The British values of democracy, rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs are an essential component of our learning, and we feel that this prepares children for living in modern day Great Britain.

Learning Characteristics

One of the main features of our curriculum is the sharp focus upon learning characteristics. These carefully selected learning characteristics, together with the functional skills of English, mathematics and ICT, are essential to life-long learning. Our Learning Characteristics are:

1. Reflectiveness;
2. Relationship;
3. Resilience;
4. Resourcefulness.

At Malvern Parish, we work with pupils, right from the beginning of their school career in the foundation stage, to enable them to gain a strong recognition of these learning characteristics. This is achieved by linking the characteristic of learning to a British woodland animal. Rory the Reflective Owl, Rena the Relationship Badger, Russell the Resilient Fox and Rosie the Resourceful Squirrel all demonstrably act out these characteristics in four linked, short narratives. Subsequently, children quickly become acutely aware of the creatures and their associated characteristics and how they help them to learn. As pupils get older, the emphasis inevitably switches from the creature to characteristic.

The Malvern Parish Experience

During their time at Malvern Parish, we aim to provide the pupils with a wide range of experiences, both within the school day and beyond, and within the school site and beyond.

The Arts

We recognise the importance of the arts and both music and drama feature heavily in our curriculum. Pupils have the opportunity to perform in an annual show for an audience of family and friends, as well as to take part in class assemblies and church services. In Collective Worship, we listen to a wide range of music and sing a variety of songs ranging from traditional hymn to modern pop songs. As well as the opportunity to sing in our school choir, our older pupils take part in Young Voices where they sing as part of a huge choir made up of schools from all over the Midlands. This concert is performed at the LG Arena to an audience of several thousand people. Opportunities are provided to learn a variety of musical instruments such as recorder, violin, clarinet, flute and guitar. Some of these instruments are taught to the whole class whilst peripatetic music teachers teach others to individuals, pairs and small groups.

The Physical Environment

Our school is situated in a lovely part of rural Worcestershire and we take opportunities to use it to inspire and create creativity. Forest School is being introduced as a weekly feature for pupils in Reception with older pupils gaining inspiration for subjects such as literacy and art from the surrounding countryside. Learning outside of the classroom is strongly encouraged and includes the opportunity to take part in two residential visits to Malvern Hills Outdoor Centre in Year 4 and Llanrug, North Wales in Year 6.

Our Local Area

Malvern Parish and the wider area allow us to provide a wealth of experiences for our pupils. Throughout their time at school, they will have the opportunity to walk on the Hills, visit Malvern Library, the Three Counties Show, Great Malvern Priory, Christ Church and Worcester Cathedral, as well as undertake local studies in Barnards Green. We also welcome visitors from the local area into school. This includes a group of people from local churches come into school to lead an 'Open the Book' assembly.

Sporting Activities

Pupils take part in a wide range of activities in line with the National Curriculum, which is enhanced by an external PE specialist and coaches from outdoor providers including West Bromwich Albion. Pupils also have chances to take part in competitive matches with our neighbouring schools and a variety of festivals organised by The Chase High School and Malvern St James Girls School. We hold an annual competitive Sports Day, termly inter-house competitions and provide a variety of after school sport clubs over the course of the year, which is run by both our own staff and outside providers.

Special Events, Activities, Days and Visitors

- **Essential Learning Experiences to support the curriculum**

We believe very much in taking pupils on educational visits to support topic work. These trips include things such as visits to museums, farms and theatres.

- **Visits to local schools**

We are very fortunate to be in walking distance of The Chase High School, Malvern St James and Malvern Collage and are often invited to take part in a variety of activities including language tasters, sports festivals and science fayres.

- **Residential Trips**

Pupils in Year 4 visit Boundless Outdoors in Malvern and Year 6 have the opportunity to take part in a four-day residential trip to Llanrug in North Wales. Both trips provide the take part in a variety of adventurous activities including high rope courses and a zip-wire in Malvern, and gorge walking, canoeing and climbing in Llanrug.

- Visits to local churches including Christ church, Great Malvern Priory, St. Andrews and Worcester Cathedral as well as travelling further afield to visit a synagogue, mosque, and Hindu temple.

- **Topic Days**

Classes often have a special day to conclude work on a particular topic. For example, a topic on the Romans might end with a day when pupils come dressed as Romans, eat Italian food and take part in a variety of themed activities.

- **Themed weeks**

These weeks are very much enjoyed and provide opportunities to focus on a particular aspect of the curriculum. These include The Arts, a Tanzania Week, and a Health and Wellbeing week.

- We regularly welcome visitors to school who help to enrich our curriculum. Residential artist such as Jon the Potter have supported our Arts week and visits from the History Man have supported topic work.

- **Live theatre and cinema visits**

Opportunities are taken to visit theatres and cinemas when they become available. This includes a visit to a local pantomime.

- **Life skills**

Throughout the school, we teach life skills such as cooking and teach older pupils to catch a train. We also run a Bikeability programme for Year 5 and Year 6.

Mabawa Primary School

Our global curriculum is primarily involved with teaching children about their place in the world and where home is, which helps them to build their understanding and appreciation for the world they live in. We understand that global learning is a 'dimension' not an addition to our curriculum; therefore, it forms an essential element of a range of curriculum subjects. Collaboratively, we plan and deliver an annual 'shared' curriculum project, with both schools completing a similar topic. For example, a democracy-based curriculum project was undertaken and shared between the schools where this linked to the general elections in both countries, which were both held in 2015.

Extra-Curricular Activities

Pupils are allowed every opportunity to take part in extra-curricular activities, both during and after the school day. Different clubs are offered each term, including art, coding, felting, Imagineering and gardening, plus a variety of sports clubs.

Pupils with Special Needs

The curriculum at Malvern Parish is designed to provide access and opportunity for all pupils who attend our school. If we think it is necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with the parents of the pupil. Further information can be found in the SEN Information Report published on our school website.

Equality Statement

Malvern Parish CE Primary School is committed to ensuring equality of education and opportunity for all pupils, staff, parents, and carers irrespective of race, gender, disability, belief, religion or socio-economic background.

We are proud of the diversity in our school community and have regard to:

- eliminate unlawful discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations and positive attitudes between all characteristics and different groups in all of its activities

This perspective is embedded and expected in all our policies and practices to ensure discrimination and inequality are tackled appropriately.

This policy was written by the teaching staff of Malvern Parish CE Primary School.

It will be reviewed annually