

# Harvills Hawthorn Curriculum Policy



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This policy outlines the teaching, organisation and management of the curriculum taught and learnt at Harvills Hawthorn Primary School. The implementation of this policy is the responsibility of all the teaching staff.

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# *“I Believe I Can Fly”*

## Our Vision

“To be the very best we can be.”

## Mission

Our mission is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

## Values

Our core values are:

Respect – Respect yourself, everything and everyone.

Love – We show love by caring for everyone and keeping them safe.

Inclusiveness – We include everybody in everything, no matter what.

Responsibility – We own our choices and understand that everybody is responsible for their actions.

Quality – We strive to do the very best that we can and accept nothing less.

## **1. Intention**

At Harvills Hawthorn Primary School, our vision is ‘To be the very best we can be.’ We aim to achieve this through our mission, which is to prepare all of our children for the next stage of their lives to enable them to contribute positively to their community.

We have designed a curriculum that will provide the opportunity for all of our children to be successful in this mission. The curriculum we deliver is built around the National Curriculum, whilst incorporating Programmes of Study that meet the needs of our children as identified by staff. These include removing barriers to learning for those children who are disadvantaged or face adverse childhood experiences. The curriculum aims to develop skills that fuse with the progression of knowledge. It is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. It is coherently planned and sequenced to provide our learners with the knowledge and skills needed for future learning and the next steps in their education. We understand that a child’s ability to learn is based on gaining knowledge and building on learned knowledge, as well as the ability to use and apply any associated skills adeptly and

competently. Our curriculum is designed to marry these key components to ensure progress and a greater depth of understanding that leads to sustained mastery.

Depth of learning is important. We do not narrow our curriculum. We ensure that children receive a broad and balanced curriculum and that learning is relevant, exciting, aspirational and challenging. All National Curriculum subjects within our curriculum are viewed as being equally important and are underpinned by the understanding that basic literacy and numeracy competency is vital in all learning.

Our curriculum is enhanced by the school's core values which are 'lived' daily through our relationships and school ethos. The children are encouraged to believe in themselves through our school motto 'I Believe I Can Fly'. We have the same ambitions for all learners: to be the very best they can be. This will be achieved through careful consideration of individual needs and, in some cases, individual programmes of study based around the needs of the individual. These may be more able, gifted and talented or a special educational need or disability. All learners study the full curriculum, which is broad and balanced, and which aims to provide our children with a wide range of experiences.

Our curriculum aims

The aims of the school are the same for all pupils. In a caring, disciplined safe and happy environment, pupils are provided with many opportunities to develop spiritually, socially, physically and intellectually.

This will enable and prepare pupils to take their place as responsible citizens in the culturally diverse society in which we live.

Specifically, the school is aiming to:

- Value all members of our school community as individuals and provide equal opportunities for all
- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Create an environment which promotes high expectation, mutual respect, self-confidence, self-discipline, good manners and positive models of behaviour, whilst focusing upon success for all within a culture that encourages self-belief
- Encourage greater understanding of the world in which we live and to develop respectful attitudes towards this world
- Develop independent learners who have clear goals and play an active role in their own development
- Enable all members of our school community to achieve their full potential
- Achieve high standards in terms of attainment and progress
- Nurture active, collaborative learners
- Promote lifelong learning
- Promote and achieve the basic skills of English and Mathematics
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Develop resilience and good mental health and well-being.

## Implementation

Our curriculum promotes spiritual, moral, social, cultural, mental and physical development alongside preparing our children for the next stage of their education.

At Harvills Hawthorn Primary School, all pupils in KS1 and KS2 will access the following curriculum areas:

1. English – reading, including the discrete teaching of phonics (KS1 and where appropriate in KS2), writing, speaking and listening
2. Mathematics
3. Science
4. Computing
5. Geography
6. History
7. Art
8. D&T
9. PE
10. RE
11. MFL – French in KS2

12. Music, including lessons taught by specialist teachers
13. PSHE, including RSHE
14. Values
15. Life Skills
16. Enrichment including visits, residentials, visitors, experiential learning, Harvills 101, school clubs, community links etc.
17. Forest School

The Early Years Foundation Stage (EYFS) curriculum follows Development Matters and is based on the Prime and Specific Areas of Learning in the EYFS as well as being led by the children's interests. See our EYFS Policy for further information.

In addition to our main curriculum, some children may also need to access elements of our mental health and well-being provision:

1. Nurture - EYFS & KS1 or KS2
2. Therapeutic Mentoring
3. Drama Therapy
4. Family Therapy

Each area of our curriculum is led by a competent teacher, who is responsible for the subject policy, resources and curriculum. They design the curriculum following National Curriculum expectations, whilst considering the needs of our pupils. They map out the long-term plan, ensure its implementation and monitor the teaching, learning and assessment of their subject to ensure that the intended impact is achieved. The curriculum mapping also ensures that progression can be seen across terms and year groups. Training, support and guidance is provided from the subject lead to ensure all teachers are confident to deliver the set curriculum. Please see individual subject policies for further information.

All teachers are responsible for planning, teaching and assessing each subject for their class. Each year group plan the curriculum for their pupils accordingly:

- Where possible, teachers organise each term's learning under a 'theme'. They plan lessons to ensure the children make connections across a variety of subjects.
- The curriculum is planned thoroughly, starting with the children's current knowledge and skills, so that real progress can be made and measured.
- Each term, there are a variety of visits and visitors planned in each year group to enrich the learning and create lasting memories through real experiences
- Children's prior knowledge is assessed at the outset of the topic and learning planned accordingly.
- On-going AaL ensures the learning is built upon week by week.
- Further details of assessment procedures for individual subjects can be found in subject policies.

#### Contingency Planning/ Outbreak Management Plans for Covid 19 outbreaks – Remote Learning

For individuals or groups of self-isolating pupils, remote education plans are in place.

In the event of a local outbreak, the PHE health protection team or local authority may advise us that it may become necessary to reintroduce 'bubbles' for a temporary period, to reduce mixing between groups or to close temporarily to help control transmission.

This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils. Should this be the case, the planned curriculum will move on line via our Seesaw app.

Where pupils need to self-isolate, or there is a lockdown requiring pupils to remain at home, school will offer immediate remote education.

Any decision to recommend the reintroduction of 'bubbles' would not be taken lightly and would need to take account of the detrimental impact they can have on the delivery of education.

#### Expectations for Remote Learning at Harvills Hawthorn Primary School

We have provided our children with remote learning and communication with their teacher via an app called Seesaw. In the event of a bubble/tier 4 lockdown having to be shut down, learning will be set daily and responded to by staff. Here are the expectations for remote learning:

1. The normal school timetable will be followed, which will provide the children with a broad and balanced curriculum that is tailored to their needs.
  - 5 English lessons - live lessons
  - 5 maths lessons - live lessons
  - 5 reading lessons
  - 5 phonics lessons (EYFS/KS1 only)
  - 1 science lesson
  - 1 art lesson
  - 1 humanities lesson
  - 1 French lesson
  - 1 P.E. lesson
  - 1 R.E. lesson
  - 1 P.S.H.E./mindfulness/well-being lesson

NB: TT Rockstars, Spelling Shed and Bug Club should be in addition to the regular maths and reading.

2. Teachers will organise the planning and the preparation of resources. It is recommended that the teacher planning the subject produces the plans, lesson introductions and resources. These will be added to Seesaw.
3. Staff will use the screencasting tool on Seesaw to deliver what would be the introduction to the lesson.
4. The lessons will be uploaded to Seesaw by 9pm on the first night of closure and then by 6pm for all consecutive days.
5. A daily message will be uploaded by 8:50am at the latest.
6. A daily reading session.
7. Differentiated tasks for the SEND and MAG&T children will be set where appropriate.
8. Activities will allow children who have EHCPs or IEPs to meet their targets.
9. Clear instructions will be given, using the recording tool on Seesaw.
10. Individual pieces of learning will be shared with the class.
11. Weekly Merit Awards assemblies will be recorded and uploaded.

#### Other considerations:

1. After two days, if a child is not accessing Seesaw, staff are to contact parents. Children must be completing the learning – it is not optional.
2. If parents are having trouble accessing due to internet issues, teachers are to organise for paper tasks to be printed out at school and contact families to come and collect them, if this is appropriate, bearing in mind social distancing. Staff are to let DHT know if a child is not accessing learning due to a lack of technology being available in the home.

3. If children have not got the physical resources they need (paper, pens, rubber, etc.), teachers will organise for these to be provided by school. This will only be for a very small minority of children but again, we will be supporting them to the best of our ability.
4. Continue to check the 'class' email daily and respond to any parental issues.

All of this guidance will be reviewed regularly by SLT and Governors. It will be amended in light of changes to government or local guidelines.

At Harvills Hawthorn Primary School, we pride ourselves on the consistent approach to teaching and learning that can be observed across all phases of school. This is achieved through our commitment to cutting edge CPD and quality first teaching on a daily basis. Expectations of staff and pupils are high, resulting in good or outstanding progress in all phases. There is a universal understanding of what outstanding teaching, learning and assessment should entail. These strategies are consistently used throughout school and it is the expectation of leadership that all lessons will include a variety of these to enable learners to reach their full potential. Active learning is essential in all aspects of the lesson. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn.

At Harvills, we believe outstanding teaching, learning and assessment must include the following:

1. Challenge for all
2. Collaborative learning
3. Assessment for learning
4. Questioning
5. Progression within lessons and books
6. Learning behaviours

We are working hard to promote our pupils' English and ensure that they all achieve to the very best of their ability. Pupils are encouraged to read widely and often. English is fundamental to all subjects. Consequently, we believe that all stakeholders have a role to play in supporting and developing our pupils' English skills to ensure that they can communicate effectively in today's society. All children are expected to follow our school's non-negotiables for presentation. This includes a focus on learning to write in the cursive script.

## Impact

The effectiveness of our curriculum will be measured by how well our children develop knowledge and skills across the curriculum and, ultimately, how well they achieve. This may be reflected in results from national tests but also, in some cases, by the personal progress made by an individual.

If every child has become the very best they can possibly be, and they are well prepared for the next stage of their lives by the time they leave Harvills Hawthorn Primary School, we will be confident our curriculum has done its job.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Subject Leaders**

The Subject Leader is responsible for ensuring that they:

- Provide a strategic lead and direction for the subject.
- Ensure teachers are able to navigate the curriculum and help them to plan lessons.
- Lead by example in the way they teach in their own classroom.
- Prepare, organise and lead INSET, with the support of the Head Teacher.
- Work co-operatively with the SENCO
- Observe colleagues providing effective feedback.
- Monitor books/evidence on a regular basis.
- Coach and mentor colleagues as and when appropriate.
- Teach demonstration lessons when appropriate.
- Attend INSET for own professional development.
- Inform parents of any curriculum changes.
- Audit resources annually to inform purchases required thus ensuring that resources are readily available to support the teaching of the curriculum.
- Complete Subject SEF
- Identify strengths and School Improvement Priorities within their subject area.
- Discuss regularly, with the Head Teacher, and Governors when required, the progress of the subject in the school.

## **4. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take into account the needs of pupils whose first language is not English. Lessons will be planned for teaching opportunities to help develop their English and to support pupils to take part in all subjects.

Further information can be found in our Equality Policy and Equality Objectives, and in our SEND Policy and SEND Information Report and Core Offer.

## **5. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Pupil and Curriculum meetings
- Full Governors meetings
- visits into school
- Annual Governor Day
- attending in school moderation sessions
- meetings with subject leaders
- attendance at training

Subject leaders monitor the way their subject is taught throughout the school by:

- Book looks
- Lesson observations / Learning Walks
- Data collection and analysis
- Pupil voice
- Maintaining a Subject SEF (Self Evaluation Form)

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed by the Curriculum Leaders. At every review, the policy will be shared with the full Governing Body.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning Policy and handbook
- Assessment policy
- Monitoring policy
- Feedback policy
- SEND policy and information report
- Equality Policy and objectives
- Individual subject policies