

# Harvills Hawthorn Curriculum Policy



Updated by J. Sheen, M. Soper, H. Marsden and K. Salmon  
Curriculum Team  
2024 - 2025

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.

# *“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 the 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 these. This may be for more-able, gifted and talented or a special educational need or disability.

### **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 to 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.

The following life skills themes are integrated throughout our school curriculum to equip children with the necessary tools for success in life into adulthood:

1. **Values:** Children are taught key values such as respect, responsibility and inclusion to foster a strong moral foundation, enabling them to make ethical decisions in various aspects of life.
2. **Relationships:** Through lessons in empathy, understanding and conflict resolution, pupils develop the skills needed to form and maintain positive and healthy relationships, essential for both personal and professional well-being.
3. **Well-being and Resilience:** We emphasise the importance of emotional and mental well-being, alongside resilience. Children are encouraged to develop strategies to manage stress, disappointments and adversity, helping them to overcome challenges and thrive both academically and personally.
4. **Independence:** Our curriculum promotes the development of independence by encouraging children to take responsibility for their learning and actions. This focus strengthens critical thinking and problem-solving abilities, preparing them for the demands of adult life.
5. **Communication and Collaboration:** Children are taught to communicate effectively by expressing themselves clearly, listening actively, and engaging in meaningful dialogue. Through group work and teamwork activities, they also learn to collaborate with others, understand different perspectives, and contribute to shared goals.

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, including lessons taught by specialist coaches
10. RE
11. music, including lessons taught by specialist teachers
12. PSHE, including RHE
13. MFL – French in KS2
14. values
15. Skills Builder life skills - delivered through class assemblies
16. Forest School
17. Enrichment including visits, residentials, visitors, experiential learning, school clubs, community links, etc.

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

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.

### **Blocks**

To reduce cognitive overload and allow time for quality learning to take place, foundation subjects are delivered for the whole afternoon. Our curriculum is designed so that subjects are taught in blocks. Blocks 1, 3 and 5 are 7-week blocks and blocks 2, 4 and 6 are 6-week blocks.

<b><u>Subject</u></b>	<b><u>Block in which it is taught</u></b>
English	all blocks
reading	all blocks
phonics	all blocks
maths	all blocks
science	all blocks
computing	Y2, Y4 and Y6: blocks 1, 3 and 5 Y1, Y3 and Y5: blocks 2, 4 and 6
geography	blocks 4, 5 and 6
history	blocks 1, 2 and 3
art	blocks 1, 3 and 5
D&T	blocks 1, 3 and 5
P.E.	all blocks
R.E.	blocks 1, 3 and 5
music	Y2, Y4 and Y6: blocks 1, 3 and 5 Y1, Y3 and Y5: blocks 2, 4 and 6
PSHE, including RHE	all blocks
MFL (French)	all blocks
values	Whole-school values assembly every week. Our values are reinforced throughout school life.
Skills Builder life skills	Class assemblies in blocks 2, 4 and 6. The skills are utilised across the curriculum.

Forest School	Taught in 6-week blocks to small groups of children in Year 4
---------------	---

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

1. Nurture (Tree Tops) - EYFS & KS1 or KS2
2. Infinity Hub – provision to support children with complex communication needs
3. Therapeutic Mentoring techniques
4. Drama Therapy
5. 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 plans the curriculum for their pupils accordingly:

- Children’s prior knowledge is assessed at the outset of the topic and learning planned accordingly.
- The curriculum is planned thoroughly, starting with the children’s current knowledge and skills, so that real progress can be made and measured.
- A variety of visits and visitors planned in each year group to enrich the learning and create lasting memories through real experiences
- On-going AfL ensures the learning is built upon week-by-week.
- Further details of assessment procedures for individual subjects can be found in subject policies.

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, research-based professional development in addition to 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 great 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.

**Model of Great Teaching at Harvills Hawthorn**

At Harvills, we believe great teaching, learning and assessment must include the following (see appendix):

- Understanding the Content
- Creating a Supportive Environment
- Maximising Opportunities to Learn

· Activating Hard Thinking (building ratio)

In addition to this, all lessons include 'Rapid Retrieval' to improve children's retrieval skills. The purpose of this is to revisit prior learning in order to improve long term memory. Teachers ensure that these Rapid Retrieval includes both recent learning and learning from previous topics.

### **High Quality Teaching Benefits for Pupil with SEND**

The EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. At Harvills Hawthorn, we have adopted the EEF's Five-a-day principle to respond to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1. **Explicit instruction**

We use teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.

2. **Cognitive and metacognitive strategies**

Managing cognitive load is crucial if new content is to be transferred into pupils' long-term memory. We provide opportunities for pupils to plan, monitor and evaluate their own learning.

3. **Scaffolding**

When pupils are working on a written task, they are provided with a supportive tool or resource, such as a writing frame or a partially completed example. We aim to provide less support of this nature throughout the course of the lesson, week or term.

4. **Flexible groupings**

Groups are allocated temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.

5. **Using technology**

Technology is often used by teachers to model worked examples; these can be used by children to help them to learn, to practice and to record their learning. For instance, the class visualiser is used to share children's learning or to jointly rework an incorrect model.

## **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 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, including becoming ready for adulthood, 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 [Statutory Framework for the Early Years Foundation Stage](#)

### **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:

- 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
- 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

#### **3.3 Subject Leaders**

The Subject Leaders are 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 professional development, 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 professional development 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.
- Inclusion

### **3.4 Teachers**

Teachers set high expectations for all pupils. They will ensure that they:

- 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 SEND and pupils with English as an additional language (EAL)
- Plan lessons so that pupils can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

## **4. 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
- Attendance at training

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

- Book looks
- Lesson visits / 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 Team. At every review, the policy will be shared with the full Governing Body.

## **5. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning Policy and handbook

Commented [1]:

Commented [2R1]:

- Assessment policy
- Monitoring policy
- Feedback policy
- SEND policy and information report
- Equality Policy and objectives
- Individual subject policies

Appendix 1

<p><b><u>Understanding the Content</u></b></p> <ul style="list-style-type: none"> <li>• Deep and fluent subject knowledge</li> <li>• Big picture</li> <li>• Small steps</li> <li>• Knowing the requirements of curriculum sequencing (weekly, MTP) in relation to content being taught</li> <li>• Being able to generate varied explanations and multiple representations/ examples for the ideas being taught eg concrete, pictorial, abstract (CPA)</li> <li>• Pre-empt common misconceptions in relation to the content being taught</li> <li>• Able to deal with misconceptions as they arise</li> </ul>	<p><b><u>Creating a Supportive Environment</u></b></p> <ul style="list-style-type: none"> <li>• Promoting interactions</li> <li>• Building relationships</li> <li>• Supportive culture- being sensitive to individual needs</li> <li>• Values</li> <li>• Positive climate, characterised by our Values</li> <li>• Collaborative Learning</li> <li>• Peer mentoring</li> <li>• Creating a climate of high expectations, with high challenge and high trust</li> <li>• Encouraging risk taking (growth mindset)</li> </ul>
<p><b><u>Maximising Opportunities to Learn</u></b></p> <ul style="list-style-type: none"> <li>• Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied, taking into account reasonable adjustments needed for individual situations (Behaviour Recovery)</li> <li>• Having awareness of what is happening in the classroom and responding appropriately (preventing, anticipating and responding to potentially disruptive incidents, reinforcing positive behaviours)</li> <li>• Managing time efficiently and minimise wasted time eg starters, transitions, exits</li> <li>• Give clear instructions</li> <li>• Children are clear about routines in the classroom and around school</li> </ul>	<p><b><u>Activating Hard Thinking (building ratio)</u></b></p> <ul style="list-style-type: none"> <li>• Structuring <ul style="list-style-type: none"> <li>○ giving appropriate sequencing of tasks</li> <li>○ signalling learning objectives/ big picture</li> <li>○ adaptive teaching ie widgets, S/C (scaffolding and supporting to makes tasks accessible to all but gradually removing so that all pupils succeed)</li> </ul> </li> <li>• Explaining <ul style="list-style-type: none"> <li>○ give clear instruction (both direct and explicit)</li> <li>○ presenting and communicating new ideas clearly and with concise, appropriate engaging explanations</li> <li>○ connecting new ideas to what has previously been taught, including reactivating/ checking prior knowledge</li> <li>○ using examples and non examples appropriately to help pupils understand and build connections</li> <li>○ modelling and demonstrating new skills or procedures (I/We/You) <ul style="list-style-type: none"> <li>○ using worked and part worked models</li> </ul> </li> </ul> </li> <li>• Questioning <ul style="list-style-type: none"> <li>○ using questioning and dialogue to promote elaboration and connected, flexible thinking eg why? compare? Blooms, open ended, basketball</li> <li>○ used to elicit hard thinking</li> <li>○ get them all thinking eg Everybody Writes, cold calling</li> <li>○ getting responses from all pupils eg whiteboards, T&amp;T books</li> <li>○ using high quality assessment tools to evidence learning, <ul style="list-style-type: none"> <li>○ interpreting, communicating and responding to assessment evidence appropriately</li> </ul> </li> </ul> </li> <li>• Interacting <ul style="list-style-type: none"> <li>○ AaL- verbal, written, taking the temperature</li> <li>○ responding accurately to feedback from the pupils about their thinking, knowledge and understanding</li> <li>○ giving actionable feedback to guide learning</li> </ul> </li> <li>• Embedding <ul style="list-style-type: none"> <li>○ giving tasks that embed and reinforce learning</li> <li>○ requiring pupils to practice until learning is fluent and secure (deliberate practice)</li> <li>○ ensuring that once-learnt material is reviewed/revisited to prevent forgetting (retrieval practice)</li> </ul> </li> <li>• Activating <ul style="list-style-type: none"> <li>○ helping pupils to plan, regulate and monitor their own learning (growth mindset)</li> <li>○ progressing from structured to more independent learning as pupils develop knowledge and expertise</li> </ul> </li> </ul>

