Harvills Hawthorn

Curriculum Policy

2026-2027

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This policy outlines the teaching, organisation and management of the curriculum. The implementation of this policy is the responsibility of all the teaching staff.

Please read in conjunction with individual subject policies and the teaching and learning policy.

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.

Curriculum Intention

At Harvills Hawthorn Primary School, our curriculum is the cornerstone of our mission to prepare every child for the next stage of their life. Rooted in our vision of *"being the very best you can be,"* we offer an ambitious and inclusive curriculum that empowers all children to thrive academically, socially and personally.

Our curriculum aims

The aims of the school are the same for all children. In a caring, disciplined, safe and happy environment, children are provided with many opportunities to develop spiritually, socially, physically and intellectually. This will prepare our children to be well-educated and rounded young adults, ready to take their place as responsible citizens in the culturally diverse society in which they live.

Our curriculum is designed to ensure that every child:

- Achieves their full potential through high expectations and support.
- Receives a broad and balanced education across all subjects.
- Is encouraged to explore, be inquisitive and nurture individual talents.
- Develops core skills in English and mathematics as a foundation for lifelong learning.
- Builds on prior knowledge and experiences to deepen understanding.

We aim to provide a curriculum that:

- Promotes spiritual, moral, social and cultural development.
- Encourages mutual respect, self-confidence, self-efficacy and self-discipline.
- Fosters independence, goal-setting and active engagement in learning.
- Supports physical development and personal responsibility for health.
- Instills bravery, ambition and resilience in the face of challenges.
- Cultivates good mental health and emotional well-being.
- Offers creative opportunities and celebrates individual expression.
- Teaches children how to stay safe, including online safety.
- Values every member of our school community and their unique contributions.
- Encourages understanding and respect for the diverse world we live in.

Curriculum Implementation

At Harvills Hawthorn Primary School, our curriculum is implemented through a carefully structured and inclusive approach that ensures all children acquire knowledge and skills that are retained over time and applied across contexts. Our shared definition of learning—*the process through which children acquire knowledge and skills that are retained over time and can be applied in different contexts*—guides every aspect of our teaching, planning and assessment.

Curriculum Leadership

The strategic direction and implementation of the curriculum is led by the Senior Strategic Team of Head, Deputy and Assistant Heads. These curriculum leads support the subject leaders to lead their subject effectively.

- Each subject is led by a competent teacher responsible for the curriculum design.
- Subject leaders map out long-term plans, monitor implementation and evaluate teaching, learning and assessment to ensure intended impact.
- Subject leaders provide training, support and guidance to ensure all staff are confident in delivering the curriculum effectively.

Curriculum Design

- The curriculum integrates the statutory requirements of the Early Years Foundation Stage Framework and the National Curriculum with rich, varied experiences beyond the classroom.
- All subjects are treated as equally important, with literacy and numeracy underpinning all areas of learning.
- Learning is planned to provide children with cultural capital and substantive, personal and disciplinary knowledge essential for future success.
- Curriculum mapping ensures clear progression across terms and year groups.

Personalisation and Inclusion

- Individual needs are carefully considered, with bespoke programmes of study provided for children who are more-able, gifted and talented, or have special educational needs or disabilities.
- Adaptive teaching and targeted support ensure that all children can access the full curriculum and achieve their potential.

We recognise that some children may require additional support beyond the main curriculum. Our mental health and well-being provision includes:

- **Nurture (Tree Tops)**: EYFS & KS1 or KS2 support for emotional development and social skills.
- **Infinity Hub**: Specialised provision for children with complex communication needs.
- **Therapeutic Mentoring**: Techniques to support emotional resilience and personal growth.
- **Drama Therapy for Children**: Creative approaches to explore emotions and build confidence.

Enrichment and Values

- The curriculum is enhanced by the school's core values, which are embedded and lived daily.
- Spiritual, moral, social, cultural, mental and physical development are promoted through both academic and enrichment activities.

- British Values—democracy, the rule of law, individual liberty, mutual respect and tolerance—are woven throughout the curriculum from Nursery to Key Stage 3.

Early Years Foundation Stage (EYFS)

- The EYFS curriculum follows the Statutory Framework and Development Matters guidance.
- Learning is based on the Prime and Specific Areas and is led by children's interests.

See our EYFS Policy and EYFS Handbook for further details.

English Across the Curriculum

- English is prioritised across all subjects to ensure children can communicate effectively.
- Children are encouraged to read widely and often, with all stakeholders playing a role in developing literacy skills.

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.

Subject	Block in which it is taught
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
Online Safety	Weekly class assembly
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

Please see individual subject policies for further information.

Teaching and Learning

We pride ourselves on a consistent and high-quality approach to teaching and learning that is evident across all phases of the school. This consistency is driven by our commitment to research-informed professional development and the delivery of quality-first teaching every day.

Our Model of Great Teaching

We believe that great teaching, learning, and assessment must include the following core principles (see appendix 1 for further detail):

- **Understanding the Content**: Teachers possess strong subject knowledge and ensure clarity and depth in delivery.
- **Creating a Supportive Environment**: Classrooms are inclusive, safe, and nurturing, enabling all children to thrive.
- **Maximising Opportunities to Learn**: Time is used effectively, and learning is prioritised through purposeful activities.
- **Activating Hard Thinking (Building Ratio)**: Children are challenged to think deeply and engage actively in their learning.

Retrieval and Assessment

- Every lesson includes **Rapid Retrieval** activities to strengthen long-term memory and reinforce prior learning.
- Retrieval practice is spaced and interleaved, revisiting both recent and past topics to deepen understanding.
- **Assessment for Learning (AfL)** is ongoing and informs weekly planning, ensuring that teaching is responsive and builds cumulatively.
- This approach ensures that all children experience a rich, challenging, and supportive learning journey, aligned with our school's vision of *"being the very best you can be."*

Adaptive Teaching

We ensure that all children can access learning in a meaningful and engaging manner. To do this, activities and learning tasks in class are appropriately altered to ensure that all children can make progress towards their own individual targets.

We 'step back' activities to a point whereby the learning is accessible and meaningful for the child. In essence, this means that the difficulty of the task is reduced until a point that it is accessible for the child and, as much as possible, is still related to the overall topic or theme of the lesson.

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

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.

Cognitive and metacognitive strategies

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

Scaffolding
When children are working on a 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.

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

Using technology
Technology is 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.

Curriculum Impact

The impact of our curriculum is measured by how effectively children develop both **substantive knowledge**—the facts, concepts, and content of each subject—and **disciplinary knowledge**—the skills and methods used to think, question, and explore within each discipline. While national assessments may reflect aspects of this progress, we place equal value on the **personal growth** and individual achievements of every child.

Our curriculum ensures that children:

- Leave school with a love of learning and the confidence to be lifelong learners.
- Possess the knowledge, skills, and attitudes needed to contribute positively to their community.
- Are inquisitive, motivated, and resilient learners who embrace challenges and strive to excel.
- Can work both independently and collaboratively, demonstrating strong social and communication skills.
- Are well-prepared for the next stage of their education and for life beyond school.

Through high-quality teaching and inclusive curriculum design, we meet the needs of all learners, ensuring that every child has the opportunity to succeed. Our consistent school-wide practice provides a strong foundation for children to flourish academically, socially, and emotionally.

If, by the time they leave Harvills Hawthorn, every child has become the very best they can possibly be—ready for the future and equipped for adulthood—we will know our curriculum has fulfilled its purpose.

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 https://www.gov.uk/government/publications/maintained-schools-governance-guide/maintained-schools-governance-guide.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the

https://assets.publishing.service.gov.uk/media/6a5f8e4fb00f3323bf1a23a1/EYFS_group_and_school_based_from_September_2026.pdf

Roles and Responsibilities

Headteacher

At Harvills Hawthorn Primary School, the Headteacher holds overall responsibility for ensuring that the curriculum policy is implemented effectively and consistently across the school. This leadership ensures that our curriculum remains ambitious, inclusive and aligned with the school's vision of *"being the very best you can be."*

The headteacher will:

- Ensure that all required elements of the curriculum—and any additional subjects offered—have clear aims and objectives that reflect the school's ethos and meet the needs of individual children.
- Guarantee that sufficient teaching time is allocated to deliver the statutory curriculum, with provision reviewed regularly in collaboration with the Governing Body.
- Oversee the provision for children with varying abilities and needs, including those with special educational needs (SEN), ensuring appropriate support and access to the full curriculum.
- Manage requests for withdrawal from specific curriculum subjects, where appropriate, in line with statutory guidance.
- Facilitate permanent or temporary disapplication from parts of the National Curriculum when necessary to meet individual pupil needs.
- Ensure that the school's assessment procedures comply with all legal requirements and support effective teaching and learning.

Through these responsibilities, the Headteacher ensures that the curriculum is delivered with integrity, equity, and excellence, supporting every child to achieve their full potential.

Curriculum Leaders

At Harvills Hawthorn Primary School, the curriculum leaders play a vital role in driving the quality and consistency of curriculum delivery across the school. They provide strategic leadership and ensure that their subject area reflects the school's vision and meets the needs of all learners.

Subject Leaders

Subject leaders will:

- Support teachers in navigating the curriculum and planning effective, engaging lessons.
- Lead by example through high-quality teaching in their own classrooms.
- Collaborate closely with the SENCo to ensure inclusive practice and provision for children with additional needs.
- Observe teaching and provide constructive feedback to support professional growth.
- Monitor pupil work and evidence regularly to evaluate curriculum impact and standards.
- Coach and mentor colleagues as needed to strengthen subject knowledge and pedagogy.

- Deliver demonstration lessons to model best practice.
- Attend relevant INSET for their own professional development and subject expertise.
- Prepare, organise and deliver INSET sessions with the support of the curriculum leads to build staff confidence and expertise.
- Communicate curriculum updates and changes to parents as appropriate.
- Audit subject resources annually to inform purchasing decisions and ensure adequate provision.
- Identify strengths and areas for improvement within their subject and contribute to school development planning.
- Report regularly to the Headteacher and curriculum governors on the progress, impact, and priorities of their subject.

Through these responsibilities, Subject Leaders ensure that every child receives a high-quality education in every subject, and that staff are well-supported to deliver the curriculum effectively.

Teachers

At Harvills Hawthorn Primary School, teachers are central to the successful implementation of our curriculum. They set high expectations for all children and are committed to delivering inclusive, challenging and engaging learning experiences that reflect our school's vision of *"being the very best you can be."*

Teachers will:

- Use appropriate assessment strategies to set ambitious targets and plan differentiated learning for all pupil groups, including:
    - More-able children
    - Children with low prior attainment
    - Children from disadvantaged backgrounds
    - Children with special educational needs and disabilities (SEND)
    - Children with English as an additional language (EAL)
- Plan lessons that enable children to access every National Curriculum subject, wherever possible, ensuring that no child faces barriers to achievement.
- Promote equity and inclusion in all aspects of teaching and learning.

Further information on our inclusive practices can be found in the school's handbook:

The Governing Body

The Governing Body plays a vital role in ensuring the effectiveness, ambition, and inclusivity of our curriculum. Governors are committed to upholding the school's vision of *"being the very best you can be"* by supporting and challenging leadership to deliver a high-quality education for all children.

The governing body will:

- Monitor the implementation and impact of the curriculum policy and hold the Headteacher to account for its delivery.
- Be fully involved in decision-making processes relating to the breadth and balance of the curriculum.
- Receive regular updates and advice on whole-school targets to inform strategic decisions.
- Ensure a robust framework is in place for setting curriculum priorities and aspirational outcomes.

- Confirm that sufficient teaching time is allocated to cover the National Curriculum and other statutory requirements.
- Oversee the provision for children with varying abilities and needs, including those with special educational needs (SEND).
- Ensure the school implements all relevant statutory assessment arrangements.
- Participate actively in discussions and decisions regarding curriculum design and development.
- Fulfil its statutory role in considering and approving any disapplication requests from all or part of the National Curriculum and in managing any subsequent appeals.

Through these responsibilities, the Governing Body ensures that the curriculum remains inclusive, aspirational and responsive to the needs of all learners, preparing them for the next stage of their education and life beyond school.

- Equality Policy and Equality Objectives
- SEND Policy
- SEND Information Report and Core Offer

Through these responsibilities, teachers ensure that every child is supported to reach their full potential and thrive within a broad and balanced curriculum.

Monitoring Arrangements

Robust monitoring systems are in place to ensure the curriculum is delivered effectively, meets statutory requirements and supports high-quality teaching and learning across all phases.

Governing Body

Governors monitor coverage of the Early Years Foundation Stage Statutory Framework and National Curriculum compliance through:

- Pupil and Curriculum Committee meetings
- Full Governing Body meetings
- Scheduled visits into school
- Participation in the Annual Governor Day
- Attendance at relevant training sessions

These activities enable governors to hold school leaders to account, contribute to curriculum development and ensure that statutory responsibilities are met.

Subject Leaders

Subject Leaders monitor the delivery and impact of their subject through:

- Regular book looks to evaluate pupil outcomes
- Lesson looks/learning walks to assess teaching quality and consistency
- Data collection and analysis to track progress and attainment
- Pupil and staff voice activities to gather feedback and inform improvements
- Maintaining a Subject Self-Evaluation Form (SEF) to reflect on strengths, areas for development and future priorities

Subject Leaders also oversee the organisation and management of resources to ensure they are accessible, appropriate and support effective curriculum delivery.

Policy Review

This Curriculum Policy will be reviewed by the Curriculum Team on a regular basis. Following each review, the updated policy will be shared with the full Governing Body to ensure transparency and collective accountability.

Links with Other Policies

This policy links to the following policies and procedures:

- EYFS Policy and Handbook
- Harvills' Handbook (which includes Teaching and Learning and individual subject policies)
- Assessment Policy
- Monitoring Policy
- Feedback Policy
- SEND Policy and Information Report
- Equality Policy and Equality Objectives
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Appendix 1

Understanding the Content ● Deep and fluent subject knowledge ● Big picture ● Small steps ● Knowing the requirements of curriculum sequencing (weekly, MTP) in relation to content being taught ● Being able to generate varied explanations and multiple representations/ examples for the ideas being taught eg concrete, pictorial, abstract (CPA) ● Pre-empt common misconceptions in relation to the content being taught ● Able to deal with misconceptions as they arise	**Creating a Supportive Environment** ● Promoting interactions ● Building relationships ● Supportive culture- being sensitive to individual needs ● Values ● Positive climate, characterised by our Values ● Collaborative Learning ● Peer mentoring ● Creating a climate of high expectations, with high challenge and high trust ● Encouraging risk taking (growth mindset)
Maximising Opportunities to Learn ● 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) ● Having awareness of what is happening in the classroom and responding appropriately (preventing,anticipating and responding to potentially disruptive incidents, reinforcing positive behaviours) ● Managing time efficiently and minimise wasted time eg starters, transitions, exits ● Give clear instructions ● Children are clear about routines in the classroom and around school	**Activating Hard Thinking (building ratio)** ● Structuring ○ giving appropriate sequencing of tasks ○ signalling learning objectives/ big picture ○ adaptive teaching ie widgets, S/C (scaffolding and supporting to makes tasks accessible to all but gradually removing so that all children succeed) ● Explaining ○ give clear instruction (both direct and explicit) ○ presenting and communicating new ideas clearly and with concise, appropriate engaging explanations ○ connecting new ideas to what has previously been taught, including reactivating/ checking prior knowledge ○ using examples and non examples appropriately to help children understand and build connections ○ modelling and demonstrating new skills or procedures (I/We/You) ○ using worked and part worked models ● Questioning ○ using questioning and dialogue to promote elaboration and connected, flexible thinking eg why? compare? Blooms, open ended, basketball ○ used to elicit hard thinking ○ get them all thinking eg Everybody Writes, cold calling ○ getting responses from all children eg whiteboards, T&T books ○ using high quality assessment tools to evidence learning, ○ interpreting, communicating and responding to assessment evidence appropriately ● Interacting ○ AaL- verbal, written, taking the temperature ○ responding accurately to feedback from the children about their thinking, knowledge and understanding ○ giving actionable feedback to guide learning ● Embedding ○ giving tasks that embed and reinforce learning ○ requiring children to practice until learning is fluent and secure (deliberate practice) ○ ensuring that once-learnt material is reviewed/revisited to prevent forgetting (retrieval practice) ● Activating ○ helping children to plan, regulate and monitor their own learning (growth mindset) ○ progressing from structured to more independent learning as children develop knowledge and expertise