

Curriculum Policy

At Harvills Hawthorn Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework.

Our rigorous, well-planned curriculum combined with high quality teaching ensures that children are supported to be well-rounded, empathetic young people who have a genuine thirst for learning. Our curriculum promotes spiritual, moral, social, cultural mental and physical development alongside preparing our children for the opportunities, responsibilities and experiences of adult life.

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Our Rationale

At Harvills Hawthorn Primary School, we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children a broad and balanced education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well-rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Please see [Preparing Children for Life in Modern Britain](#) for more information about this.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Harvills Hawthorn to have a spacious learning environment, both indoor and out. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Harvills Hawthorn Primary, our values permeate all areas of school life and are reflected by the school's simple motto: *'I Believe I Can Fly'*.

Aims

At Harvills Hawthorn Primary School, we aim to offer a balanced and broad curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

Organisation and Planning

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework.

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

<https://www.gov.uk/education/early-years-curriculum>

Across the school we deliver many of the curriculum areas through our Thematic Curriculum, which is a skills-based approach. The themes are changed each term. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. For more details, please refer to the separate subject policies on our school website.

Early Years Foundation Stage: The EYFS curriculum is linked to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. See our Foundation Stage policy for further information.

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/Foundation_Stage_Policy_Updated_for_Sep_2016_0510164212.doc

All teachers are responsible for planning, teaching and evaluating in their classes. The National Curriculum stipulates the expectations that form the long-term plan from which the subject leads then write medium term plans to achieve balance and coverage over the year. These documents ensure progression across the year groups and curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum. The more detailed weekly short-term planning will focus on the teaching process. Planning proforma are consistent across the subjects and used throughout the whole school to focus learning expectations.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short-term plans outline the individual lessons and include: clear learning intentions, expected outcomes, challenge for all children, differentiation, key questions, modelling, collaborative learning and Assessment for Learning (both formative and summative).

Our curriculum includes English, Mathematics, Science, Geography, History, Art and Design, Design and Technology, Computing, Physical Education, Religious Education and, Spiritual, Moral, Social and Cultural (SMSC) Education. English, Maths, Science, Physical Education, Religious Education and SMSC are taught discretely, however, where appropriate, they are also taught through a thematic, skills-based curriculum which provides our children with opportunities to extend their learning and develop skills outside the timetabling of each subject.

Assessment, Recording, Monitoring and Evaluation

Assessment is the responsibility of the class teacher and is in line with our Assessment and Moderation Policy. Summative assessments support teacher assessments in the core subjects and children are presented with these so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of Key Stage testing as required by the Department for Education. Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback, please follow these links:

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/Assessment_Policy_Sept_2017_2209175808.doc

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/Feedback_Policy_2017_2209170009.doc

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/Monitoring_Policy_2017_2209170909.doc

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

Our Governing Body's Curriculum committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for core subjects and key

areas. These Governors liaise with the subject leaders termly and monitor the way the school teaches these subjects.

The roles of the Subject Leaders and Curriculum Leads

The Curriculum Leads have responsibility for the strategic organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum. The curriculum leaders oversee the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. It is the role of each Subject Leader and the Curriculum Leads to keep up to date with developments in the subjects, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This also links to whole-school improvement planning. The subject leader also keeps a Subject Leader's File.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Map coverage of the curriculum to long term plans
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress in that subject area by working alongside colleagues, carrying out book and planning scrutinies , pupil interviews, lesson observations or Learning Walks
- Monitor and evaluate teacher's planning and teaching;
- Keep self and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development
- To liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects
- Provide efficient resource management for the subject.

Health and Safety

Whilst planning for the curriculum, teachers will give consideration to any relevant health and safety risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

For further guidance, please see:

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/Health_and_Safety_Policy_2017_2209170809.doc

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative

assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children linking back to our school motto '*I Believe I Can Fly*'.

Extra support and interventions are provided for children as necessary and in line with our SEND policy.

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/SEND_Policy__SEPT_2017_2109175713.doc

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.
- Half-termly Inspire sessions where parents and family members are invited into school to learn alongside their children
- The school website offers parents an overview of the curriculum.
- At the beginning of each year, parents are given a leaflet detailing their child's curriculum
- Teachers are of course also available at the start and end of each day for any necessary communications.
- Teachers regularly communicate with parents and the school office is another port of call.

Home Learning

At Harvills Hawthorn Primary School, we recognise and value the contribution that learning in the home environment can make to children's education. We use Learning Logs to make home learning fun and to encourage children to extend and consolidate their learning. Each week they will be given a task with an aim or learning objective that they should reach. They complete this task in their logs in any creative way that they choose: written, charts, pictures, diagrams, foldouts, lift up flaps, photographs, etc. Other than this, they are very flexible and suit all styles of learning and ability. Alongside the creative task, children will be set a maths/literacy-focused task each week. This task will be linked to the classroom learning which will allow the children to consolidate skills taught.

http://www.harvillshawthorn.co.uk/admin/uploads/downloads/Home_Learning_Policy_2017-2018_2509171910.docx

Enrichment and Enhancement Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory experiences. These include:

- Values Education across the school
- Peer Relaxation
- Forest School Curriculum for Years One and Five
- Daily Nurture provision for small groups of children in Key Stage One and Key Stage Two
- Specialist music tuition available for Brass and Rock Band
- Regular assemblies delivered by our local church,
- Easter, Harvest and Christmas services at the local church. Each key stage leads a different service. .
- School visits for each year group, linked to their termly themes.
- Residential visits offered termly (specific visits are offered to particular key stages)
- In-house Drama Therapist
- In-house Speech and Language Therapist

Extra-curricular clubs are offered each week. They include G&T gymnastics, KS1 and KS2 Choir, Multi-skills and PE activities on a rolling programme.

Please see the individual policies on our website for further information.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

This policy is to be revised in the Autumn term 2018/9.