



## **Hartlebury Church of England (Voluntary Controlled) Primary School**

### **Curriculum Policy September 2018**

**To be ratified by Governing Body on: Monday 3<sup>rd</sup> December 2018**

**Next review date: September 2019**

**This policy sits alongside the Primary National Curriculum for England and Wales (Sept 2014). As a school we are committed to fulfilling the requirements of the Primary National Curriculum as well as shaping a bespoke 'Hartlebury' curriculum, which meets the needs of our pupils.**

#### **Aim**

We aim to offer a broad and balanced curriculum which provides our children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals. We strive to develop the communication skills of all our learners, enhancing a rich vocabulary that will enable their success as they develop.

#### **Objectives**

The curriculum is designed to promote the intellectual, physical, spiritual, moral, aesthetic and emotional development and growth of each child in our care, at a level appropriate to their capabilities and understanding.

We recognise every child as a unique individual and we strive to match their learning opportunities to the appropriate levels of ability and attainments; ensuring all children gain a sense of pleasure and achievement from their learning.

It will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including numeracy, literacy, and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity.
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence

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To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning.
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large.
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful.
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned.
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil.
- **Accessible** so that there is equality of opportunity for all.

### **Curriculum Organisation and planning The Early Years Foundation Stage**

The Early Years Foundation Stage Framework document sets the standards for children's learning from birth to age five. At Hartlebury, this document guides the learning and teaching within our Early Years Unit and the curriculum incorporates all of the seven Areas of Learning (Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Art and Design), as well as focussing also on the Characteristics of Effective Learning in order to best develop children as *explorers*, *thinkers* and *triers* as they begin their school career.

Children enjoy a varied, exciting and constantly evolving curriculum which stems from their own interests and ideas. They learn through planned and purposeful play, both indoors and outdoors and through a mixture of adult led and child-initiated activities in order to develop and nurture speaking and listening, personal and social skills, concentration, resilience and academic progress.

The development of early Speech and Language skills is at the heart of our Early Years curriculum and we aim to truly immerse children in language, stories, story-telling and rich opportunities to talk and to listen. Our School's Character Curriculum also strongly shapes EY practice. We encourage children to think about who they are, what they are like and what makes them unique, as well as equipping them with the tools and experiences to make decisions that will keep them safe, happy, healthy, and able to take sensible risks.

Children engage in daily Phonics, Literacy, Numeracy and Maths teaching each morning, which is appropriate to their age and stage of development. They experience periods of 'Choosing Time;' with all areas of learning being woven into our topic-based, cross-curricular approach across the week, including PE, RE, Forest School, Art, Music and Science. We have a strong Key Person system enabling us to develop an excellent knowledge of each child as a person and as a learner. We actively promote parental involvement through reading at home, home-school communication books, home learning tasks, regular meetings and the opportunity to share and contribute to children's Learning Journals as children's first educators, secure in the knowledge that learning does not only happen at school.

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We aim to meet pupils' needs by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Diverse and inclusive resources
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- Monitoring children's progress and taking action to provide support as necessary.

Planning follows half-termly topics, with a weekly rhyme, story, number and word of the week, which also influences planning. The basis of topic planning comes from the children's ideas and offerings at the beginning of term and continues to be constantly adapted and changed based on pupil responses and abilities. Weekly planning is developed by the class teacher based on the children's needs, interests and abilities, and incorporates taught class sessions, smaller group work and Continuous Provision planning which, again, is constantly adapted and revisited.

Assessments are made through observation, discussion, group work and pupil conferences. Children have individual Learning Journals, which are added to throughout Pre-School and Reception which track their individual progress against the Development Matters objectives and act as an assessment record of photographs, observations, next steps, work they have produced, their learning characteristics and home learning evidence. These are then used to track progress, support cohort tracking, identify next steps, influence planning and to form the basis of pupils' EYFS Profiles at the end of Reception. In addition, floor books are used to record children's responses, engagement and activity during group work, which are considered alongside Learning Journals when making assessments. Children in Reception also have Literacy and Mathematics books, in which group work is recorded, in addition to their Learning Journal. Children receive progress reports termly and a written report at the end of each academic year. Parents are given the opportunity to discuss these judgements with the EYFS teacher.

### **Curriculum organisation and planning for Key Stage 1 and 2**

The curriculum uses a skills based approach using topics as a vehicle for delivery. The topics focus on different foundation subjects and literacy is embedded throughout all topics to ensure full coverage of objectives and to give the children's writing a purpose. Within topics a rich and exciting text is used to engage children and adds focus to the children's learning.

In Year 1 a smooth transition from the Early Years is ensured by offering a wide variety of practical activities designed to build on each individual's experiences and develop key skills.

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Across both Key stages targets for Maths and Literacy are set half termly to reflect the objectives. Curriculum coverage is ensured and monitored using our school on line tracker. All staff uses a model for planning which depicts a sequence of learning over time.

### **Key Stage 2**

The pupils and teachers jointly decide what they would like to study and in which direction that topic should go. Planning and delivery take account of this. Literacy is the main driver for this and topics are underpinned by Science, History and Geography. There are strong links with art, design technology and music, where appropriate. Within topics a text is used to engage children and adds focus to the children's learning.

Throughout the Curriculum emphasis is placed on promoting the skills of: Communication, Application of Number, Information Technology, Working with Others, Improving Own Learning and Performance and Problem Solving. Thinking skills are also developed and promoted (Information-processing, reasoning, enquiry, creative thinking and evaluative skills).

### **Whole school**

- The RE scheme of work follows the Worcestershire Agreed Syllabus.
- ICT is embedded throughout the Curriculum to enhance the quality of learning and teaching.
- The school has an Assessment Policy and a Marking and Feedback Policy
- Curriculum delivery is monitored in accordance with the school Monitoring and Evaluation Policy.

### **Inclusion**

As outlined in the Inclusion and Pupil Premium Policies, each year group use provision maps to highlight the levels of support in areas to children who have Special Educational Needs; for those being monitored or who are in receipt of the Pupil Premium Grant.

All reasonable steps are taken to ensure pupils with learning difficulties and / or disabilities are not placed at a disadvantage compared with other children. Teaching and learning are appropriately modified for children with learning difficulties and/or disabilities. More able and talented pupils at the school are appropriately challenged and the curriculum adjusted accordingly. There are extensive co-curricular opportunities available which go hand in hand with differentiation provided in the classroom.

### **Roles and Responsibilities**

The Headteacher has responsibility for the leadership of the curriculum and for monitoring its provision. The curriculum has progression and appropriate coverage and is consistently monitored. Subject Leaders, (including the Senior Leadership Team), are responsible for ensuring that content and delivery of their subject are good, that provision is monitored and they are kept up-to-date with curriculum developments, providing INSET where necessary. They ensure that progress is tracked and that there is appropriate challenge, support and intervention. The Special Needs Coordinator is responsible for the management of specialist provision to achieve the best possible outcomes for individual pupils.

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Class teachers ensure that the curriculum is well-planned and taught in an engaging manner which reaches more of the children, more of the time. SLT, subject expertise is used to support planning in year groups. Teachers must ensure that the objectives and aims of the lessons are achieved. They regularly review and, if necessary, update medium term plans.

### **Monitoring and Review**

Our Governing Board is responsible for monitoring the way the school curriculum is implemented. They review each subject area according to the school's strategic plan. This policy is monitored by the Governing Body and is reviewed annually

**Reviewed – September 2018**

**To be Renewed Annually**

**Next Review Date – September 2019**