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| Date Policy Agreed by Governors: | | Date Policy to be Reviewed: | |
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Curriculum Policy

Introduction

The curriculum is all the planned activities that we, as a school, organise in order to promote learning and personal development. It includes the formal requirements of the National Curriculum and EYFS Statutory Framework, along with a range of extra-curricular activities that are organised in order to enrich the experiences of our children.

A broad and balanced curriculum is not just the timetabled subjects; 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 cooperate with others, whilst developing knowledge, skills and good attitudes to learning, in order that they can achieve their true potential. However, we aim high, striving for every child to achieve more than they thought possible.

This policy reflects the requirements of the National Curriculum programmes of study and Early Years Foundation Stage (EYFS) Statutory Framework, 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.

Aim

The aim of this policy is to provide a clear statement of principles and practice underpinning the curriculum at Hallgate Primary School. It provides a framework that enables all adults working in school to be clear about our intention and consistent in the way we deliver our curriculum.

It reflects both the aspirations and practice of staff and governors for the pupils at Hallgate.

Curriculum Aims

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- For pupils to be treated as individuals in all that they do.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these to relevant situations.



- Support pupils' spiritual, moral, social and cultural development and promote fundamental British Values.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude to learning.
- Ensure equal access for all pupils, with clear expectations for every pupil and appropriate levels of challenge and support.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life; this can be described as pupils being given an awareness of the world around them.
- Provide children with an inspiring and enquiry based curriculum, to promote creativity and a thirst for learning.

Our curriculum aims are underpinned by our school values - Kindness, Aspiration, Respect, Resilience, Integrity and Community.

Curriculum Intention

At Hallgate Primary School, our vision and values are at the core of everything we do; please see Appendix 1 for details.

They underpin our teaching and learning and create an environment which supports our children to become successful learners, confident individuals and responsible citizens. We ensure that our pupils enjoy an existing and challenging curriculum, which equips them with the skills needed for a successful future.

Successful Learners

At Hallgate Primary School we take responsibility for ensuring that our children are equipped with the essential skills that they need to be successful learners and we are committed to ensuring that all children make good progress from their starting points in core areas of the curriculum. We place a strong emphasis on developing pupils as confident and resilient learners; encouraging a positive attitude to learning which equips children with the skills and attitudes they need.

We aim to develop a love of learning which encourages curiosity, engagement and enjoyment. We place a strong emphasis on developing skills for life and encourage learning for a purpose, enabling children to make links between different areas of the curriculum and apply their learning in a meaningful way. We pride ourselves on offering pupils a broad, balanced and vibrant curriculum with exciting and stimulating learning opportunities in all areas of the curriculum.



Confident Individuals

Our aim is to enable all pupils to become confident individuals who face new challenges with ease and see themselves as successful learners and valued individuals.

We want pupils to be able to have a go, make mistakes and keep improving within a learning environment, where they feel safe, secure, supported, valued and calm. This is facilitated at Hallgate Primary School through promoting a strong values ethos, clear behaviour expectations, a well organised learning environment and quality first teaching in the classrooms.

Quality First Teaching includes:

- Staff having high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- They are expected to take into account prior knowledge and experiences and to build on this in a systematic way.
- Highly focussed lessons with clear learning objectives.
- High demands of child engagement with their own learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue and exploration.
- An expectation that children will develop resilience and accept responsibility for their own learning and independence.
- Regular use of praise and encouragement to motivate children.

We are committed to providing pupils with a wide range of opportunities which broaden their skills and develop their confidence. The chance to see, hear, participate in a range of experiences (including: performances, outdoor learning, clubs, visits, visitors, challenges, enterprise and community projects) enrich the quality of pupils' lives and develop skills such as cooperation, creativity, innovation, problem solving, self-expression, leadership and independence.

Responsible Citizens

Integral to the Hallgate Curriculum is a commitment to developing well rounded, responsible citizens who care about each other, their school, their community and their world.

This is done through the promotion of the aforementioned Hallgate Values, British Values and an emphasis on spiritual, moral, social and cultural development throughout the curriculum. Children are taught what it means to be responsible citizens and are given opportunities to put this into practice.



Curriculum Implementation

At Hallgate Primary School, we interpret our curriculum as every aspect of school life, including:

- Delivery of the National Curriculum and EYFS Statutory Framework through planned schemes of work.
- Explicit teaching of behaviours for learning, including our use of Active Learning Structures.
- Wider opportunities and experiences for learning and personal development, including 'hooks' and celebrations, performance, clubs, sports events, educational visits, visitors into school, residential experiences and community projects.
- Opportunities for children to take on additional roles and responsibilities, such as School Council, Eco Council, Librarians, Digital Leaders, etc.
- Explicit teaching of a strong values ethos, supported by shared daily routines and clear behaviour expectations.

Key Components of Curriculum Delivery

At Hallgate Primary School, we build our curriculum around:

- Theme-based, cross curricular topics, linked to either English, History or Geography units
- Clear schemes of work for each curricular area, ensuring progression of skills and learning intention.
- Curriculum overviews to support teaching staff with planning of units, and to ensure parity across different classes.
- Introduction of topics through engaging and memorable 'wow' events.
- End of unit celebrations to share and celebrate pupils' learning throughout the topic.
- Effective use of assessment, ensuring that individuals make progress in relation to their starting points.
- Inclusion of parents in learning, to support experiences and celebrate learning.
- Purposeful learning – providing real contexts to motivate and engage learning, and real audiences for performance-based arts.
- Use of first-hand experience across the curriculum where possible: through re-enactment, drama and role play, visits and visitors, practical fieldwork, investigative experiments, creativity, product creation, problem solving and enterprise.

Separate curriculum statements and policies are in place for:

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| ➤ English | ➤ Music | ➤ MFL (French) |
| ➤ Maths | ➤ History | ➤ Art |
| ➤ Science | ➤ Geography | ➤ Design and Technology |
| ➤ Computing | ➤ RE | ➤ Early Years Foundation Stage |
| ➤ PE | ➤ Personal development | |



Key Teaching Strategies

At Hallgate Primary School, we plan for the effective and consistent use of:

- 'Active Learning' strategies to engage learners and promote independence.
- Pupil talk across the curriculum, as an integral tool to support learning.
- Opportunities for pupils to work collaboratively.
- Effective assessment for learning, including effective questioning, to accelerate progress.
- Clear learning objectives, supported by clear steps to success, which are explicitly shared with pupils to support their learning.
- Opportunities for children to receive feedback and peer/self assessment, against steps to success.

Learning Environments

Pupils learn well in a calm, positive, well ordered, well managed and stimulating environment where expectations are clear. All environments have to be planned to give children the best learning potential, including:

- The use of display as a focal point for learning.
- Appropriate and flexible grouping of pupils
- A variety of ways of working including individual, paired, group work and whole class.
- Clear and explicit classroom procedures and routines.
- Well organised resources which enable maximum independence for pupils.
- Reading Journey displayed for the year.
- Accelerated Reader and Times Table Rockstars displays.

Climate for Learning

Pupils learn well in an atmosphere that values learning and expects all pupils will take an active part in learning. Developing the skills needed to be confident learners is an explicit and an integral part of teaching and learning.

- Creating a supportive atmosphere that allows pupils to make mistakes and learn from their mistakes, share ideas and take risks.
- Valuing effort and contributions from all pupils through praise and acknowledgement, using display to celebrate and value achievement.
- Making clear what is expected of all pupils in terms of behaviour, effort and achievement.
- Adopting teaching styles that promote maximum participation from all pupils, e.g. active learning strategies, use of talk partners, use of mini whiteboards, no hands up questioning.
- Creating a learning environment that promotes independence.



Behaviour Expectations

All staff at Hallgate Primary School follow our Behaviour Policy. Individual class teachers explain and discuss the school's expectations with their class. We expect all of our pupils to comply with these expectations in order to promote the best learning opportunities for everyone. To ensure this, we implement:

- Use of the 'Power of 3' to ensure consistent expectations within the classroom and around the school.
- Clear classroom display, and regular referral to, our behaviour expectations and Hallgate Values.
- Consistent use of positive reinforcement and rewards.
- Consistent and fair use of warnings and sanctions, in line with our Behaviour Policy.

Planning

The National Curriculum is delivered through planned schemes of work.

Long Term Planning

- Subject Leaders are responsible for providing a clear scheme of work over, which ensures National Curriculum coverage and effective progression of skills.
- These schemes of work will outline what is to be taught in each phase, in each term. Subject Leaders will work together to ensure that cross-curricular links can be maximised.
- Individual schemes of work are then used by the Curriculum Leader and Phase Leaders to devise a curriculum overview; this takes the form of a two-year plan, clearly outlining what is to be taught and when.

Medium Term Planning / Short Term Planning

- Phase teams are responsible for completing a half-termly curriculum overview, providing further detail than the two-year overviews. These provide a week by week view across all subjects, as well as opportunities for WOW activities, assessment weeks, etc.
- Subject leads provide staff with curriculum overviews each term, which outline plans for individual topics. They include the sessions taught, key questions, internet links, vocabulary, and assessment objectives for the appropriate year group, as well as the previous and subsequent years.
- While Hallgate Primary does not use formally written short term plans, Google Slides provide the structure for lessons delivered, using a common structure across all foundation subjects, with a focus on associated vocabulary.



Wider Opportunities

- Phase teams plan for 'wow' events and end of unit celebrations, visits / visitors linked to their half-termly topics. Ideally, these are planned for at the start of the academic year, to allow adequate time making necessary arrangements.
- Subject Leaders plan for whole school events linked to their subject, e.g. World Book Day, Hanukkah, Healthy Eating, Sports Day. Subject Leaders are asked to arrange at least one activity each year.
- The Personal Development Lead plans for whole school events that support British Values and SMSC values; where possible, these will be integrated into cross-curricular planning.

Curriculum Impact

Our cohesive curriculum places the learners at the centre, enabling them to make connections in their knowledge, skills and understanding that are vital across school subjects. Pupils leave Hallgate Primary School with a secure understanding of the academic content; with the understanding of how to be successful learners, confident individuals and responsible citizens. They are fully prepared for their next stage of education; ready to contribute positively to society as a whole and enable them to become the very best version of themselves.

Achievement and progress of our pupils as successful learners is regularly assessed (as detailed in subject specific policies and our Assessment Policy) and evaluated through various monitoring activities. This is a shared responsibility:

Class Teachers monitor within their own classes:

- Delivery of the curriculum
- Progress of key skills against targets of individual pupils
- Impact of the curriculum on attitudes to learning, engagement and confidence of learners.

Subject Leaders monitor and evaluate across the school:

- The quality of teaching and learning within the curriculum area for which they are responsible. This is through: planning scrutiny, work scrutiny, learning walks, pupil voice, data analysis.
- The impact of the curriculum on pupil engagement, academic progress, development of skills and pupil confidence.

The SENCo, in conjunction with class teachers, will monitor:

- The progress and attitudes to learning of pupils on the SEND Register and how well the curriculum is supporting their needs.

Phase Leaders will meet half termly with the Curriculum Lead to:

- Review pupil progress and identify underperforming pupils. This provides an opportunity to identify actions needed to impact positively on pupil progress.



The Curriculum Lead has overall responsibility for:

- The intent, implementation and impact of the curriculum at Hallgate Primary School.
- Informing governors about standards of achievement and the wider impact of the curriculum on outcomes for pupils.

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 with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Roles and Responsibilities

The **governors** at Hallgate Primary School will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They 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 and disabilities (SEND).
- Subject Leaders are held to account by allocated Link Governors, who meet with them regularly to receive updates on their subject and also ask pertinent questions to ensure further development of all subjects takes place.

The **Headteacher**, with support from the **Curriculum Lead**, is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum have aims and objectives which reflect the aims of the school.
- That all schemes of work, topic plans, MTP / STP, curriculum policies are in place and have been prepared to the required (high) standard.



- The amount of time provided for teaching the required elements of the curriculum is adequate.
- The Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- Assessment procedures meet all legal requirements and also ensure that children make progress from their own starting points.
- Provision is in place for all pupils, regardless of their individual needs.

The Role of the Subject Leader with support from and overseen by, the **Curriculum Lead**
All teachers, who are not Early Career Teachers (ECTS), have a subject responsibility.

Their role is to improve the teaching and learning provisioning of a specific subject taught within the school through:

- Providing a strategic lead and direction for the subject;
- Ensuring that all subject-specific information, such as policies, information, objectives, etc., is kept up-to-date;
- Supporting and offering advice to colleagues on issues related to the subject;
- Leading staff meetings or other CPD activities in relation to the subject development;
- Producing a subject-specific scheme of work, ensuring progression;
- Working with other Subject Leaders to ensure that cross-curricular links are maximised;
- Improving the quality of teaching and learning over time;
- Monitoring progress in that subject area through data analysis, book looks, pupil interviews, lesson observations, learning walks and planning scrutiny;
- Keeping themselves up to date with developments in their subject area, including relevant reading / research, attending courses and network meetings.
- Providing efficient resource management and ensure they are used effectively;
- Identifying the subject's needs and prioritise them in the context of whole-school decision-making to ensure a broad and balanced curriculum;
- Preparing a comprehensive subject development plan, which outlines improvements required and how these will be addressed;
- Reporting to the subject Link Governor on a regular basis, either in person or via the subject leader report.
- Raising the profile of the curriculum area and ensure that parents and the wider community have access to relevant information, including on the school website, curriculum overviews and through the use of Twitter;
- Creating and maintaining links with support, including local authority, other schools, subject-specific associations, etc.
- Providing the point of contact for a 'deep dive' or other scrutiny of the subject;
- Ensuring assessment procedures are clear and systems (such as Sonar) are maintained.



- **All staff** will ensure that the curriculum at Hallgate Primary School is implemented in accordance with this policy.

Curriculum Communication to Parents

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

- Half-termly curriculum overviews
- Fortnightly whole school newsletters
- Our Twitter feed
- Text messages/emails
- Formal reporting takes place each term, either in the form of a parents' evening or written report.
- School website provides information about our curriculum.

Parents are encouraged to become involved in the life of the school and opportunities for this are provided, e.g. 'wow' events, celebrations, educational visits, information evenings, EYFS stay & play sessions etc.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives