



CURRICULUM POLICY

2023/2024

Hartlebury Church of England (Voluntary Controlled) Primary School



*Through love, we recognise everyone
as a **unique** child known to God.*

*We will walk with you on
your **journey** to reach your
full **potential**.*

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Next review date: September 2024

Hartlebury Church of England (Voluntary Controlled) Primary School

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CURRICULUM POLICY

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 aspire to offer a life enhancing encounter with the person and teachings of Jesus. 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

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 (EYFS) is the statutory framework which sets standards that all early year's providers must meet to ensure that children learn and develop well; and are kept healthy and safe. It promotes teaching and learning to ensure children are ready for school; and stimulates the broad range of knowledge and skills that provide the foundation for good future progress through school and life.

All children within the EYFS unit at Hartlebury Church of England (Voluntary Controlled) Primary School work within this framework:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through **positive relationships**.
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners, parents and/or carers.
- importance of **learning and development**. Children develop and learn at different rates.

The EYFS framework includes seven areas of learning and development which shape the educational programmes within our Early Years. All areas of development are important and interconnected. The three prime areas are particularly important "building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving" (DfE Statutory Framework for the Early Years 2020 1.4.

The prime areas are;

- Communication and Language – Listening, Attention and Understanding, Speaking.
- Personal, Social and Emotional Development – Self-regulation, Managing self, Building Relationships.
- Physical Development – Gross Motor Skills, Fine Motor Skills.
- The specific areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;
- Literacy – Comprehension, Word Reading, Writing.
- Mathematics – Number, Numerical Patterns.
- Understanding the World – Past and Present, People, Culture and Communities, The Natural World.
- Expressive Arts and Design – Creating with Materials, Being Imaginative and Expressive.

The EYFS also includes the characteristics of effective teaching and learning; activities are planned with these in mind to reflect on the different rates of which children are developing. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- Playing and Exploring – children investigate and experience things, and 'have a go'.
- Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. In the Early Years, we write medium term plans using the EYFS based on a series of topics each of which offers experiences in all seven areas. We also follow the children's interests where appropriate. These plans then inform our short-term weekly planning, alongside our observations, which remains flexible for unplanned circumstances or children's responses.

Curriculum organisation and planning for Key Stage 1

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.

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 online tracker. All staff use 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 uses 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 Executive Headteacher and the Head of School 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.

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.

Next review date: September 2024.