

South Hill Primary School

CURRICULUM POLICY

1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning of a personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular requirements of the National Curriculum, which includes the range of extra-curricular activities that the school organises in order to enrich the experience of the 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 while developing knowledge and skills, so that they achieve their true potential.

2. Values

Our school curriculum is underpinned by values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value the way in which all children are unique, and 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 value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, 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.

British Values

The DfE have recently reinforced the need “*to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.*”

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The government set out its definition of British values in the 2011 Prevent Strategy, and these values have been reiterated by the Prime Minister this year. At South Hill these values are reinforced regularly and in the following ways:

Democracy:

Democracy is rife within the school. Pupils have the opportunity to have their voices heard through our School Council and Pupil questionnaires. The elections of House Captains. Our school behaviour policy involves rewards which the pupils vote on as a class group.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind laws, that they govern and protect us, the responsibilities that this involves and the consequences when laws are broken. Visits from authorities such as the Police; Fire Service; are regular parts of our school calendar and help reinforce this message

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through of provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, of how they record, of participation in our numerous extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect:

Our school ethos and behaviour policy has revolved around values such as 'Respect'; take note of our School Rules. Pupils have been part of discussions and assemblies related to what this means and how it is shown. The school promotes respect for others and the environment, and this is reiterated through our classroom and learning rules, as well as our behaviour policy.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Some Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the school. Visits and visitors from other religions are welcomed and encouraged and as part of our School Curriculum we plan Faith Weeks/Days.

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3. Aims and objectives

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and information technology (IT);
- To enable children to be creative and to develop their own thinking;
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others ;
- To enable pupils to receive an education that will serve them well beyond their primary school experience;
- To ensure the ethos of the school provides a valuable learning experience for all young people.

In order to engage, inspire and motivate we actively seek out opportunities to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- Making links across subjects through the use of topic work
- Identifying areas of interest to capture pupils' curiosity
- Using a range of teaching styles to encompass the different learners within the classroom
- Planning themed weeks to encourage creativity and innovation (e.g. Book Week, Arts, week, Sports week and other ventures)
- Incorporating local and national initiatives
- Working with other schools and the local community

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The following skills have been deemed “key skills” in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving
- Independent thinking

Our school believes that all children need to make good progress in these skill areas in order to develop their true potential.

We firmly believe that a successful learner is a person who is able to access, organise, select and apply resources and materials to enable them to progress their learning. In order to promote this we are committed to providing opportunities within school for the children to develop their independence.

This policy has been reviewed in light of the New National Curriculum Objectives ready for September 2015.

You will see from our Curriculum Overview how some themes have been added to reflect the new curriculum and how some remain the same.

In order to gain a better insight into how specific subjects have changed please take a look at the Subject’s specific Policy. Some of these can be found on the School Website or can be asked, on request, from the School Office.

4. ORGANISATION AND PLANNING

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what themes are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. Other foundation subjects are based on skills development and we create termly themes around a citizenship.

Our short term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

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We aim to adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas, using a set of skills ladders that the school has developed.

KEY STAGES 1 & 2

At Key Stages 1 and 2 we place a great emphasis on creativity and achieving a broad and balanced curriculum over the year. We teach some subjects separately, which means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year each child has the opportunity to experience the full range of the National Curriculum subjects. However, wherever possible we make links and connections between subject areas under broader headings to provide greater coherence and sense for children.

CHILDREN WITH SPECIAL NEEDS

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies. The school provides an Individual Plan for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

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FOUNDATION STAGE

The curriculum that we teach in Nursery and Reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the **Early Learning Goals** and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that children learn through play and by engaging in well-planned structured activities. Teaching in Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the nursery – Heath Lane Nursery, and other pre-school providers in the area.

During the children's first term in the Nursery class, their teacher begins to record the skills of each child on the entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

KEY SKILLS

The following skills have been deemed "key skills" in the revised National Curriculum.

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- Information Technology
- Working with others
- Improving own learning and performance
- Problem solving
- Independent thinking

Our school believes that all children need to make good progress in these skill areas in order to develop their true potential. All subject areas have their own set of skills that are also planned for during topic themes. We firmly believe that a successful learner is a person who is able to access, organise, select and apply resources and materials to enable them to progress their learning. In order to promote this we are committed to providing opportunities within school for the children to develop their independence.

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THE ROLE OF A SUBJECT MANAGER

Activities for a subject leader may include:

- Annual evaluation of the subject – identify subject priorities for future development through the SIP
- Review planning
- Scrutiny of work – consider standards across all abilities and ages (with colleagues)
- Review and update policy when required
- Resourcing – ensure resources are appropriate/suitably stored/labelled etc.
- Identifying shortfalls in resources
- Evaluating value for money when resources are purchased and deployed
- Informal monitoring – displays, use of resources, photographs, pupil interviews
- Review and update scheme of work, if necessary
- Arrange school based training, if needed
- Attend courses if appropriate
- Disseminate from courses/action research/newsletters, when appropriate
- Commit to personal professional development in the area of responsibility
- Reporting to Governors, where appropriate

EQUAL OPPORTUNITIES AND RACE EQUALITY

Our curriculum reflects both the school policy on equal opportunities and on race equality. The curriculum is designed to ensure that every pupil achieves their full potential. Reference should be made to the Equal Opportunities Policy which is available on the school website.

Coverage

At South Hill Primary School we are required to implement the National Curriculum. Each of these areas of the curriculum has their own policies which are available on the school website. In order to adapt the curriculum for the community within which the school is set, it has three strands that are weaved together in order to fulfil the aims set out above:

1. The core subjects of English, Maths, Science, ICT and RE.
2. The Creative Curriculum which is an engaging thematic curriculum initially inspired by works of questions either linked to Science, History or Geography. Units of cross curricular work are devised and the topics enable pupils to develop their skills in the foundation subjects as well– art, music and design and technology. The curriculum is mapped across the year groups to ensure to ensure that the requirements of the national curriculum are fulfilled.
3. The PSHE curriculum – which links together physical education, healthy eating and the wider issues of living a healthy life. They are branded under themes –which

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incorporate self – esteem (the development of effective learning behaviour in order to develop pride in achievement and a set of skills that prepare pupils for their lives ahead), mental and physical well- being (the importance of mental health through feeling safe, confident and able to call on a variety of people or strategies for help and support) and other themes such as the environment and citizenship.

4. RE is taught in blocks of work using our own Scheme of work and through liturgical teaching and themes such as multi- cultural day and spiritual arts.

Delivery

Teaching and Learning

Through a variety of teaching and learning strategies, teachers seek to engage children in their learning, helping them to identify their area for improvement, show them how to improve and help them to evaluate their success.

Some Subjects are taught in blocks, allowing children to become absorbed in a particular curriculum area. Skills are taught in a progressive, coherent manner, each year building on the previous one. This process is made explicit to pupils.

A variety of strategies are used to develop collaborative and independent learning and to extend pupils problem solving capabilities.

Learning Behaviour

Our curriculum is designed to ensure that children develop the skills they need to become confident, self -motivated learners, who can engage with and solve challenges innovatively. It is designed to ensure that children develop the vital lifelong attributes of:

Resilience – sticking at something, despite problems,

Resourcefulness – using resources to find solutions

Reciprocity/Relationship – working with people effectively

Reflection – evaluating and making improvements

Inclusion – The curriculum is adapted for pupils with Special Educational Needs.

Strategies are employed to ensure that all pupils are challenged in line with their ability.

Where necessary, Individual Plans are created for pupils who need more targeted support (see Special Needs Policy for more information).

Marking

Marking is part of the dialogue that exists between the teacher and pupil. It is our policy that work is marked regularly both during and after a task is completed. We see marking as a positive and constructive activity and not merely a record of what is right and what is wrong. The feedback that the pupil receives and the learning dialogue that is enabled between practitioner and pupil, is vital to learning.

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Home Learning/Work

Home Learning is a crucial element of the Home/School partnership. It gives parents the opportunity, from the outset, to support their children in their learning whilst enabling them to reinforce the work covered at school. There are varying tasks which are set to include learning tables and spellings, sharing reading books and also topic work.

Some of the learning will be of an investigative nature, in which other members of the family may wish to become involved.

Parents who support their children with this home learning provide a powerful reinforcement of the status of School and of their child's work and education.

Assessment

Assessment is an integral part of the teaching and learning process and is separated into two strands – formative and summative. Pupils are highly involved in assessing their own progress and determining the next steps for their learning according to clear success criteria and targets. Refer to the school prospectus for more detail.

SMSC

Every part of our curriculum, whether it be an explicit lesson or line of enquiry is intertwined with an element of Spiritual, Moral, Social and/or Cultural aspect. This could be a question or a specific task that will enable the children to think, reflect and discuss one or more of these aspects through the learning of the subject or theme.

From ensuring one of these areas is planned into a lesson we are developing our pupil's core values and giving them more opportunities to look at the world we live in with a broader spectrum.

MONITORING AND REVIEW

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. The GB reviews each subject area according to the policy review timetable.

We have named Governors for core areas of the curriculum and Link Governors for other areas of learning. The Governors liaise with the subject managers of these areas, and monitor closely the way the school teaches these subjects.

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject Managers monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching

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strategies are used. Subject Managers also have responsibility for monitoring the way in which resources are stored and managed.

Policy reviewed June 2017

Review June 2018

For further reference please see the SEN Policy, the Equalities Policy, the Marking and Feedback policy, the PSHE Policy and the Assessment Policy