



Curriculum policy

Handale Primary School

2019 -2021

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Rationale

This document outlines the aims, principles and strategies used for the development of the Curriculum undertaken within Handale Primary School. The policy aims to take into account diversity and provide equality of opportunity.

Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum, but also the curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. Our aim is to teach our pupils how to grow into confident, responsible people who can work effectively with others while developing knowledge and skills in order to achieve their full potential. We ensure that all children have a high quality personalised curriculum which is broad, deep and balanced: a relevant education which provides continuity and progression and takes individual differences into account.

Our Vision for the Curriculum

Personalised

Our curriculum sets out specific learning opportunities and has clearly defined goals, but also the flexibility to personalise learning for our pupils. The curriculum is not prescriptive in its content. Teachers are able to adapt their teaching to their cohort and be responsive to pupil voice and input. We provide our children with fantastic experiences to ensure that they have the building blocks to succeed.

Enjoyable

Pupil activities will be motivating and enjoyable. The curriculum contains learning events that others can share and the pupils will remember. All pupils are engaged as our curriculum offers a breadth of exciting learning opportunities which inspires children to reach their full potential, gain the knowledge and succeed in life.

Child Centred

Our curriculum inspires our pupils to achieve the very best we can. The learning journey is driven by the teachers who then present the 'Wow Question' to the children. The curriculum celebrates and preserves the history and heritage of the local area while being aspirational in its consideration of the world beyond Loftus.



Well Resourced

Pupils have first-hand experiences and purposeful trips are organised as well as enrichment activities. Stimulus and resources are used across the curriculum to motivate and engage pupils to excel throughout their learning journey. The use of ICT enhances and extends children's learning whilst developing motivational and social skills.

Reading

The children at Handale are passionate about reading and the robust, consistent approach to the teaching of reading alongside the high expectations ensures children are taught to read well and understand the importance of reading. Children partake in a range of reading opportunities across the curriculum to ensure they gather the knowledge needed to succeed.

Progression of Skills

Pupils will be taught skills to make them ready for their next step in education. Learning how to find and interpret a fact is much more powerful than just learning a fact. Teachers and subject leaders have a secure knowledge of the progression of skills across year groups to ensure pupils build on prior learning and are ready for next steps in learning. Children develop the confidence to talk about their journey.

Inclusive

Our curriculum is accessible to all of our pupils, no matter what their starting point with us is, or their social situation. The learning is accessible to all and teachers differentiate lessons well to cater for all pupils resulting in learning being catered for all pupils despite of their needs. Our curriculum will teach children the importance of being spiritually, morally, socially and culturally aware and responsible.

Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils,
- Enable all pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations,
- Provide thoroughly engaging experiences for children throughout the school so that they can read, write and speak fluently,
- Ensure progression and build on prior knowledge,
- Provide children with a rich vocabulary which they can use effectively across the curriculum,
- Ensure that learners are immediately 'hooked' by the main content they are exploring,
- Support pupils' spiritual, moral, social and cultural development, so that they become independent, responsible and considerate members of the community,
- Balance pupil's knowledge of their place in the world, with a strong understanding of their locality,
- Support pupils' physical development and responsibility for their own health, and enable them to be active,
- Promote a positive attitude towards learning, so that children enjoy coming into school and acquire the skills needed for lifelong learning,
- Create an exciting and stimulating learning environment and ensure pupils take pride and respect the resources available to them,
- Create a very powerful stimulus that immediately grabs hold of the learner's interest,
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support,
- Develop pupil's resilience in a happy and safe learning environment,
- Ensure that each child's education has continuity and progression,
- Enable all children to have respect for themselves and high self-esteem and to work effectively with others in school and in the local area,
- Be ambitious and meet the needs of pupils with SEN, developing their knowledge, skills and abilities,
- Improve children's aspirations and life chances regardless of any barriers to learning,
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

At Handale we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered at our school from nursery to year six, the children will, at a level appropriate to their age and ability, be able to be:

- Successful by acquiring skills to be problem solvers, strong readers, good questioners, resilient learners and creative thinkers,
- Secure in their knowledge from the world,
- Motivated and enthusiastic to learn new knowledge and skills,

- Confident by having a secure: sense of identity, knowledge of right and wrong, understanding of organisational skills, awareness of a healthy lifestyle, understanding of relationships, understanding of how to develop their strengths, talents and ambitions and be willing to try new things,
- Responsible by developing their ability to be well prepared for life and work, able to respect others and others' cultures and beliefs, recognise how to sustain and improve the environment and able to try to change things for the better.

Organisation and planning

At Handale Primary School, we have a creative, thematic approach to the teaching of our curriculum. Curriculum leadership is distributed amongst subject leaders who have an excellent knowledge of their subjects and a strong, clear vision of how to develop their subject. The curriculum has been planned effectively to ensure a full coverage of all aspects of the National Curriculum and Early Years Curriculum. There is planned progression in all curriculum areas and 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.

After staff INSET on 'The Learning Challenge Curriculum', we decided to use this approach and personalise it to make it suitable and beneficial for the pupils in our school. The 'Learning Challenge Curriculum' is built around the principle of greater pupil autonomy in their learning. It recognises the importance of deeper levels of knowledge and understanding to underpin pupils' thinking, promoting working at greater depth.

Our curriculum is built around deep thinking and encourages pupils to learn using a question as a starting point. Pre-learning tasks ensure that learners are directly involved in the planning process.

Pre-learning tasks help to bring out: what learners already know, what misconceptions they may have and what really interests them. Teachers take into account the outcomes from pre learning tasks to plan learning for each major area of study. It helps teachers recognise what transferable skills learners have already developed that could be used to initiate new learning with a level of confidence. Pre-learning tasks can take many different forms and can last for as long or as short as required. Post-assessment tasks are completed to bring out: what the learners have learned, which skills they have confidently achieved and which learning they have particularly enjoyed.

After developing a secure understanding of the National Curriculum and the 'The Learning Challenge Curriculum' phases and teams developed long term plans and medium-term plans collaboratively. Curriculum planning and provision is constantly monitored, developed and adjusted through subject leaders' in collaboration with all members of staff. More recently, plans have been updated to include subject specific vocabulary and school trips. Continuing staff INSET, where the curriculum is reviewed, contribute to its evolution. All subject leaders have a subject file which includes action plans, progression of skills, planning, assessment, strong progress and evidence of monitoring and evaluation including pupil voice.

Sequencing of content and concepts is well thought out so that the curriculum builds on prior knowledge. Cross-curricular opportunities and transferable skills are utilised, balanced with the importance of discrete subject discipline. In our curriculum planning, we plan to help children develop their skills so that their progress can be identified and monitored. All subject areas contribute to a child's progress in these skills.

As a school, we use a range of formative and summative assessment to support our teacher assessments in all areas of the curriculum as we believe that all children need to make good progress in these skill areas across the curriculum in order to develop their true potential. Our assessment also

helps to inform changes to any planning, content and delivery. After discussion, foundation subject leaders devised an assessment system which includes skills/knowledge and how they are cohesive and feed into each other. Conceptual vocabulary is included on the planning and assessment sheets for pupils to refer to, familiarise themselves with, and take ownership of.

See assessment policy for more information.

See our EYFS policy for information on how our Early Years curriculum is delivered

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, 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, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board 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 (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Suitable provision is in place for pupils with different abilities and needs, including children with SEND.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Curricular responsibilities

Maths	Mr. Bell
English	Miss Price
Science	Mrs Brodie
Computing	Mr. Ledger
Geography	Mrs Porter
History	Mrs Porter
RE	Mr. Emmerson
PSHCE	Mr. Farrier
DT	Mr. Bell
PE	Mr. Farrier

Other Responsibilities

Safeguarding DSL	Mrs Blakeley
Safeguarding DDSL	Miss Price
Special Educational Needs	Mr. Emmerson, Miss Kendall (dep)
Pupil Premium Lead	Mrs Blakeley, Mr. Ledger
Data and assessment	SLT
Teaching and Learning	Miss Price, Mrs Blakeley
Curriculum	Miss Price
Key Stage Two	Mr. Bell
Key Stage One	Miss Price
Early Years	Mrs Lister
CPD	Mrs Skirving
Volunteers and students	Mrs Lister
Parent Partnership	Mrs Lister
RRSA	Miss Kendall
School Council	Miss Kendall
Healthy schools	Mr. Ledger
Educational visits	Mrs Taylor
First Aid	Miss Oakley
Mentoring	Mrs Blakeley, Mrs Lister, Miss Price

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.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- School council meetings
- Learning conversations
- Meetings with staff members
- Participation in staff meetings, SLT meeting, learning conversations and book scrutinies

Subject leaders monitor the way their subject is taught throughout the school by:

- Create action plans which are reviewed termly
- Planning scrutinies
- Book scrutinies
- Regular monitoring and evaluating
- Learning walks
- Gathering pupil voice
- Delivering staff meetings and training
- Monitoring the way in which resources are stored and managed
- Regularly update subject files
- Feedback to SLT

Curriculum Lead and Head Teacher to monitor the way subjects are led across the school by:

- Mentoring and coaching subject leaders
- Monitoring and evaluating the effectiveness of subjects
- Monitoring planning scrutinies, book scrutinies, learning walks and action plans
- Providing CPD for staff
- Check the progress and attainment of pupils
- Ensure curriculum is an agenda item for SLT meetings and staff meeting

This policy will be reviewed annually by Rio Price. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Non-examination assessment policy

- SEN policy and information report
- Equality information and objectives

Data Protection (GDPR)

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the [General Data Protection Regulation \(GDPR\)](#) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the [Data Protection Bill](#). This applies to all personal data, regardless of whether it is in paper or electronic format. For more information see our Data Protection Policy 2018 and Privacy Notices.

Policy date: 07.07 19