



## Hawkesbury CE VC Primary School Curriculum Policy 2015

### **School Aims and Vision Statement**

At Hawkesbury CE VC Primary School we aim that:

TARGET 1: LEARNING	All children will make at least good progress through high quality teaching as well as collaborative learning.
TARGET 2: CURRICULUM	All children will benefit from an ambitious curriculum that promotes our school values.
TARGET 3: GLOBAL COMMUNITY	All children will have heightened knowledge of our global community and will show respect, responsibility and care for the world around them.
TARGET 4: CHRISTIAN ETHOS	An improved spiritual environment will benefit all members of the school community.

### **Vision Statement**

At Hawkesbury CE VC Primary School, we aim to provide a caring, Christian environment where all can enjoy, achieve and believe through encouraging perseverance, curiosity, honesty and respect for ourselves and each other, our community and the world around us.

***Enjoy, achieve, believe.***

### **Introduction**

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The curriculum comprises of all the planned activities that we organise in order to promote learning and personal growth and development.

It includes:

- The formal requirements of the National Curriculum.
- The range of extra-curricular activities organised by the school, in order to enrich the experience of the children.
- The 'Hidden Curriculum' which reflects the fact that children learn from the way they are treated and the way they are expected to behave. This is in the line with the school's ethos and mission statement.

### **Values**

The curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares pupils for the opportunities, responsibilities and experiences of adult life.

We have based our curriculum on the following values:

- All children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of different cultures. We value the

spiritual and moral development of each person, as well as their intellectual and physical growth.

- Children should enjoy learning and develop attitudes that they will take with them into the world of work as adults; this includes perseverance, curiosity and have high self-esteem.
- We respect each child for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and provide equal opportunities for all children in our school.
- We aim to teach respect and curiosity for our world and how we should care for it for future generations as well as our own.

### **Aims and Objectives**

We aim to:

- Enable all children to have a learning experience in school which is fun, enjoyable and enriching.
- Enable all children to learn and develop their skills to the best of their ability. This includes the provision and opportunities to extend more able children.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Teach children the basic skills of literacy and numeracy.
- Enable children to be creative, to develop their own thinking and appreciate the creativity in others.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand Britain's cultural heritage.
- Enable children to be positive citizens in society.
- Fulfil all the requirements of the National Curriculum and the Gloucestershire Syllabus for Religious Education.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Seize opportunities for pupils to experience and express awe and wonder.
- Help children understand the importance of honesty and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable children to value, recognise and respect similarities and differences so that they can make a positive contribution to society and live cooperatively with others.

*Our aims and values will be reviewed on an annual basis during an INSET day. They will be renewed in their entirety at the end of each school development process.*

### **Organisation and Planning**

The curriculum is carefully planned and has been designed to meet a number of principles that we believe are important for the children at Hawkesbury CE VC Primary School.

1. Taking a thematic approach to teaching and learning designed to support children's natural curiosity and to develop and apply the basic skills of literacy and numeracy. It offers children the opportunity to work

in depth, giving them the time they need to reflect, consolidate and transfer their learning.

2. Direct, real life experience is placed, where possible, at the centre of the curriculum so that teachers draw out and develop children's thinking and understanding in relation to meaningful contexts.
3. Knowledge, skills and understanding are expressed in a range of different media and ways, often making effective use of ICT.
4. All children have an entitlement to a well-resourced and rich learning environment that promotes their sense of responsibility, enthusiasm for learning and respect.

We agree a long-term plan (curriculum map) for all year groups. This indicates what themes are to be taught in each term, and to which groups of children, on a two-year cycle.

- A whole school map indicates the broad objectives and the links between subjects
- Themes are planned in more detail, usually over half a term's duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives, key questions and links between subjects. The plans indicate what the pupil outcomes will be.
- SHORT TERM PLANNING is carried out in detail for English and maths containing agreed key information.
- Over the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links are made wherever appropriate with particular emphasis given to Literacy, Numeracy and ICT links.
- Differentiated groups are used when teaching literacy and numeracy. This enables the teaching to focus on a particular age range or level of ability. The grouping of children for other subjects depends on the focus of the learning.
- Units of work are planned using the framework of the National Curriculum, introduced in September 2014.
- Work is carefully differentiated in all subjects to ensure that it matches children's needs and that all children are suitably stretched.
- The RE scheme of work follows the Gloucestershire Scheme of Work.
- The school aims to meet the needs of children with special educational needs in line with the guidelines set out in the SEN Code of Practice. (For further details see our policy on Special Educational Needs and Disability.)
- Interventions are provided as appropriate to provide for children who may need additional support.

*The curriculum planning and implementation against the National Curriculum is monitored and evaluated by subject leaders and the Headteacher. Subject leaders are responsible for monitoring standards within their subjects and to ensure progression throughout the school. This is through a whole school monitoring and evaluation cycle.*

## **Progress and Attainment Monitoring**

Hawkesbury CE VC Primary School places great emphasis on ensuring that all children develop and achieve well according to their individual starting points. The progress of individual children is carefully tracked in Reading, Writing and Maths and appropriate targets are set for each child. These are communicated to the child (and their parents/carers) so that all parties are fully aware of what is expected at each stage of their educational journey.

Pupil Progress meetings are held 3 times a year between the class teacher, Headteacher and SENCO to discuss all aspects of each child's progress and attainment and interventions necessary.

## **Subject Leaders**

The role of the subject leader is to:

- Provide direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Ensure that their subject is suitably resourced
- Monitor, evaluate and modify current practice to ensure continuity and progression throughout the school.

Each subject leader is expected to keep up-to-date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader reviews the teachers' curriculum plans and children's work for their subject, ensuring that there is full coverage of the National Curriculum and that there is adequate progression.

## **Responsibilities**

The Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Class teachers are responsible for writing the Medium Term and Short Term Plans and liaising with subject leaders over the content and delivery of the units of work. Subject leaders evaluate and monitor standards in their subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression between year groups.
- The Headteacher ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- The Governors monitor the success of the curriculum at committee level in STL and at whole Governing Body meetings through the Head teacher's report, visits into school and meetings with Subject Leaders.

## **Inclusion and Special Educational Needs**

Hawkesbury CE VC Primary School is committed to providing a stimulating and challenging curriculum for all pupils on its role. The curriculum 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 individuals, then we do so by working in partnership with parents.

The school does all it can to meet the needs of special needs children and ensure that we comply with the SEND Code of Practice (See SEND Policy).

Children with special needs are added to the school's SEND register and appropriate Individual Education Plans (IEPs) are put into place. When needed we provide additional resources and support for children with special needs, which may include support from a teaching assistant.

Agreed at the Standards, Teaching & Learning Committee meeting on 19<sup>th</sup> November 2015, agenda item 6

Signed: ..... Chair of Standards, Teaching & Learning Committee

Review Date: September 2018

Equalities Impact Assessment: Completed

