



**Curriculum Policy: Summer 2019**

**Completed by: Curriculum Lead**

**This policy will be reviewed in line with the policy review timetable.**

## Our Curriculum Intent

At Heron, we believe that our curriculum is broad, balanced, inclusive and relevant; it meet the needs of all children whatever their ability. This is achieved through the experience of a range of opportunities so that children have the potential to achieve and be the best they can be.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress will always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.

The curriculum is planned to provide continuity and progression. We believe that children learn best when they can see links and have reasons for learning. Our curriculum therefore promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

## Implementation

Our school curriculum is underpinned by **Drivers** that have been created to reflect both our pupil's needs and the community that we are part of. Our Drivers are:

Healthy Living

Express Yourself

Respect

Our World

Never Give Up

To embed these Drivers into the curriculum, teachers plan and promote the following on a daily basis:

- We value the way in which all children are unique and promote 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 imagination and creativity in pupil's learning.
- We promote physical and mental development and an awareness of the importance of a healthy lifestyle.

- We value the importance of each person in our society. 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 and develop the ability to recognise the difference between right and wrong. 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.
- We encourage children to explore their developing world, including how their environment and society have changed over time.
- We help children understand Britain's cultural heritage as well as showing respect for different faiths and cultural diversity.

### **Organisation and planning**

The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of building on what the children know – making links to prior learning - and what they want to find out. They use this information, together with the key skills required in each subject by the National Curriculum, to inform their planning. Assessment For Learning (AFL) is a key aspect and forms a large part of our daily teaching and we use this to inform next steps.

The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links where appropriate. Through teaching and planning of the curriculum, children are offered breadth and balance in their learning; planning provides plenty of opportunities for 'mastery' of skills in order that once pupils have achieved their year group expectations they are applying what they have learnt independently, across the curriculum. Our pupils are provided with transferable knowledge that they need for subsequent learning; teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. Children's achievements are celebrated regularly in the school through displays in classrooms and shared areas, as well as during assemblies.

Planning structure:

- A whole school overview of each curriculum area is agreed upon, creating a long term plan for each year group. This indicates which topics are to be taught during the year and is a guide for delivery of foundation subjects.
- We have a curriculum that builds on both skills and knowledge so that both are transferable.

- Units of work are planned, usually over half a term's duration. These form our medium term plans and contain details of the work to be covered with a progression of learning objective / success criteria.
- Units of work are planned using the Foundation Stage Curriculum and the National Curriculum.
- Short term planning is carried out in detail for Literacy and Numeracy using an agreed format. These plans will indicate which groups are supported and which children are working independently. Staff ensure regular rotation of groups so that all children are supported and challenged during the week, as well as having the chance to apply those skills independently.
- The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated tasks before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.
- Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the school (see Drivers). The school will take account of the non-statutory guidance material on Personal, Social, Health and Economic education (PSHE) and citizenship when planning the curriculum.
- Religious Education is planned from the Locally Agreed Syllabus, linked with the thematic units wherever possible.
- The curriculum for Computing allows for the use of computing as an integral part of the thematic units. E-safety and responsible online behaviours will permeate all aspects of school life.
- In the Early Years Foundation Stage, the seven areas of learning will be delivered through a thematic approach.
- The school has chosen French and Spanish as its modern foreign languages, to provide multiple opportunities to develop a love for language and to reflect the range of secondary schools that our pupils attend.
- Assessment of the national curriculum subjects will take place regularly and be moderated by subject leads, using a tracking system developed by the Assessment leader.
- Continued development and revision by school leaders will evaluate the effectiveness of our curriculum as a vehicle for raising standards.

### **Children with special educational needs and disabilities (SEND)**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. A diverse range of learning needs are met through a curriculum which is inclusive to all.

If a child has a special educational need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice as part of a graduated response in providing for children with special educational 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 requires a specific intervention or resource, we if necessary, use the support provided by Teaching Assistants and we involve the appropriate external agencies.

The school provides an Individual Educational Plan (My 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 schools will aim to address the need. It also sets out targets for improvement with realistic outcomes, so that we can review and monitor the progress of each child at regular intervals. These My Plans are created and reviewed through consultations with the child concerned.

### **The Early Years Foundation Stage**

The curriculum that we teach in our Reception classes 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 young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in the Reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Early Years 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.

### **Roles and responsibilities**

- The Headteacher has the responsibility for the leadership of the curriculum and delegated responsibility to staff.

- Curriculum coordinators are responsible for writing and reviewing policies, formulating action plans, auditing resources, managing the curriculum budget (alongside the Headteacher), purchasing resources and monitoring standards of teaching and learning in their subject across the whole school. This will be achieved through observations and review of progress made over time, monitoring planning, pupil conferences and book scrutinies.
- The assessment coordinator ensures that the progress of each pupil is tracked in all subject areas. Pupil progress meetings focus on progress in reading, writing and maths and that there is appropriate challenge, support and intervention.
- The SENDCo ensures that pupils with specific learning needs have access to the curriculum.
- The Gifted and Talented coordinator ensures that pupils with a particular talent in any curriculum area are suitably challenged and that work is at an appropriate level for their needs.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Headteacher's report.

### **Impact**

Across the curriculum, pupils develop detailed knowledge and skills, and as a result achieve well. This is reflected in results from national tests and examinations.

The curriculum ensures that pupils are ready for the next stage of education. They have the knowledge and skills they need that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.

Our curriculum ensures that:

- Pupils with SEND achieve the best possible outcomes.
- Pupils' work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age.
- Pupils can apply mathematical knowledge, concepts and procedures appropriately for their age

We adopt a whole school approach to Successful Learning through the provision of rich and varied activities, delivered throughout our curriculum. The impact of this is that we create resilient learners by:

- Helping children to think creatively and solve problems.
- Developing children's capacity to learn and work independently and collaboratively.
- Enabling children to respond positively to opportunities, challenge and responsibility.

- Encouraging perseverance and having a strong work ethic- showing pride in their work and striving for more, being aspirational.
- Demonstrating self-responsibility.
- Encouraging the best possible progress and the highest attainment for all children.
- Enabling children to make connections across different areas of learning through 'mastery' of their age appropriate skills.
- Enabling children to acquire and develop a broad range of knowledge, skills and understanding.
- Having a rounded experience and interests, being prepared for their secondary education.
- Developing life skills- the ability to communicate well with a range of audiences, be able to make healthy choices and take care of themselves as well as showing respect.
- Being enquiring and knowing how to find answers, being willing to take risks, use resources and technologies effectively, enjoy learning and discovery, including outdoor learning.
- Understanding their local context and appreciating diversity.