



Curriculum Policy:

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Completed by: Curriculum Lead

This policy will be reviewed annually by the Curriculum Committee.

At Heron, we have developed a curriculum which helps all children to succeed in their academic and personal development. We believe that our curriculum is broad, balanced, inclusive and relevant; it meets 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 that they can be.

We strongly believe that all children need the support of parents and teachers to make good progress in school therefore 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.

At Heron Primary school our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

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 are 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.

Our careful curriculum design and planning means that we build in many opportunities for repetition and practise opportunities for essential knowledge, skills and understanding in every subject. This ensures that children are able to revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child.

Our curriculum is meticulously designed and planned to move the nature of children's thinking to a higher order deep level of understanding rather than just acquiring new facts and knowledge. If a learning experience is 'real' and has meaning and purpose, children will engage with it. We believe that the more children can relate to a learning experience, the greater and deeper their engagement will be.

Design of our Curriculum

We followed three principles when planning our curriculum:

1. We ensure that the content is relevant to the children, context and is purposeful so as to prepare our pupils for 'Life in Modern Britain.'
2. We ensure that the curriculum is engaging by finding inspiring and innovative ways to deliver the content.

3. Standards are at the centre of our curriculum planning and design.

In order to achieve this, we deliver a curriculum that provides memorable and rich experiences which enable high-quality learning whilst addressing children's personal development and well-being. Our curriculum has overall breadth and balance and is amended and customised to meet the changing needs of individuals and groups. The school plans and provides an outstanding range of enrichment activities which are matched to pupils' needs and interests, using detailed evidence from self-evaluation.

We have fully utilised and used links with other organisations, businesses and schools to enrich the curriculum and activities it can offer.

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.

We adopt a whole school approach to Successful Learning and through the provision of rich and varied activities we aim to 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.
- Persevering and having a strong work ethic- showing pride in their work and striving for more, being aspirational.
- 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.

Creativity

At Heron, we believe that Creativity is about:

- **Connecting:** seeing relationships and combining in new ways
- **Risking:** having the self-confidence and freedom to fail and keep trying
- **Envisaging:** being original and imaginative about what might be
- **Analysing:** asking critical and challenging questions
- **Thinking:** taking time for reflection and soft thinking
- **Interacting:** sharing ideas and collaborating
- **Varying:** testing options and trying in different ways
- **Elaborating**

We enable pupils and staff to reflect and develop their own creativity by encouraging imagination from the whole school community, making time for staff and children to reflect critically, allowing space for thinking and choice and promoting a culture of risk taking with no fear of failure or trying again.

There is a strong culture of collaboration throughout the school which has created an effective and creative learning culture by sharing values and ethos with the whole school community, learning from others, promoting teamwork and developing a distributed style that shares the ownership of the curriculum.

The community plays an essential part in our creative curriculum. We actively promote the importance of dynamic partnership, involve parents and carers at every opportunity, focus on the importance of the learning environment and extend involvement into the local community and beyond.

Children are at the centre of our curriculum design and we believe that personal, social and spiritual aspects of the curriculum are as important as academic aspects of the curriculum. Teachers work hard to develop each child's confidence, self-discipline and understanding of their learning; they strive to make learning vivid, real and meaningful with many first-hand experiences.

Key Skills

- We adopt an approach to the curriculum which has the development of key basic skills at the centre of its development and delivery.
- Children are given many opportunities to use and apply the skills they have been taught to ensure retention and fluency of the skill.

We believe that the following key skills are essential to children's development and ensure that our curriculum allows plentiful opportunities for the key skills to be developed.

- **Enquiry:** e.g. asking relevant questions about why things happen and how things work
- **Problem-solving:** e.g. applying prior learning to a problem
- **Creative thinking:** e.g. reflecting critically on ideas, actions and outcomes
- **Information processing:** e.g. sorting and classifying information using a given structure
- **Reasoning:** e.g. predicting and anticipating events

- **Evaluation:** e.g. using given criteria to make judgements
- **Communication:** using a broad range of skills from the primary and Early Years Foundation Stage (EYFS) frameworks

Drivers 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 finding out what the children know and what they want to find out and 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 new 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. 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.
- Units of work are planned that 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 children 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, the teacher records the skills of each child on entry to the school. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet each child's developmental and learning needs. Each day we carry out formative, on-going assessments, the outcomes of which inform future planning. The majority of this type of assessment is based on observation of child-initiated or independent work. Parents/carers contribute information by completing 'Wow Vouchers' for their child and also contribute to their child's WOW Book during school holidays. EYFS staff have regular contact with parents/carers at the beginning and end of the school day. This regular, informal communication helps to keep parents/carers informed about their children's progress.

The EYFS Profile provides a framework for making judgments about children's progress towards the Early Learning Goals. It summarises all the assessments undertaken, and makes statements about the child's achievements against all 17 Early Learning Goals. The judgments are made on a regular basis by the Class Teachers.

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. As a staff, we regularly review our curriculum to meet the needs of our pupils – we recognise that their needs will change overtime therefore we must provide for those needs.
- 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 regular meetings with the Headteacher or subject co-ordinator to discuss standards and priorities in that area of the curriculum (discussion re any data released available on that subject). They carry out visits to the school to look at learning in a given subject; this would be done in conjunction with the Headteacher or subject co-ordinator. Visits to the school are carried out during a theme week or special event relating to that subject and an annual report/feedback is given to the Governing Body on developments in the curriculum.

Updating Policies.

When creating your policy, look for opportunities to refer to the following:

- Opportunities for Mastery of the curriculum - building on year group expectations/applying skills across the curriculum
- Breadth and balance
- Inclusion

- Creativity
- Delivery of Drivers through your subject (SMSC)
- Successful Learning
- Preparing for Life in Modern Britain
- How is your subject assessed? Book scrutinies, observations, pupils conferences etc
- Roles and responsibilities
- Engagement