Heathfield Primary School

Curriculum Policy

Our Mission Statement:
Learning together, Learning for Life

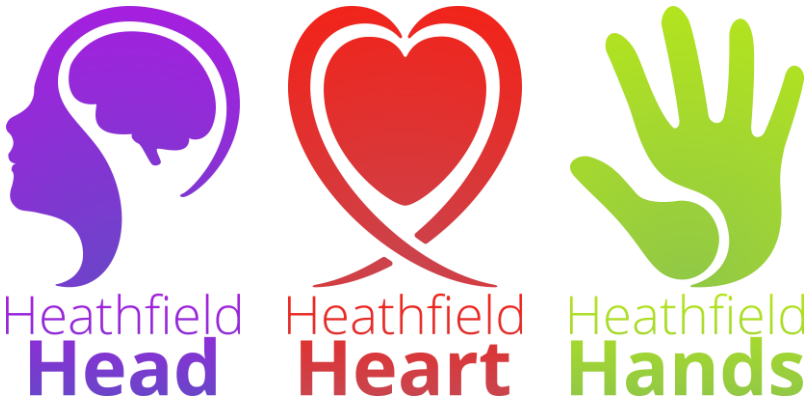
Chair of Governors	Zulfi Jiva
Head teacher	Mark Thornley
Policy written by	Komal Asani (Curriculum Lead) March 2020
Date approved by governors	Summer 2020
Date of next review	July 2021
Committee Responsible	Learning Challenge

INTRODUCTION

At Heathfield, our curriculum lays out the way we teach our children to achieve our mission statement;

Learning together, learning for life.

The curriculum consists of all the planned activities and routines that we organise in order to promote learning, confidence and self-esteem. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. The children at Heathfield are provided with a an inter connected curriculum that promotes meaningful connections between concepts and knowledge **(Heathfield Head),** develops genuine and robust character traits to prepare children for life in the modern world **(Heathfield Heart)** and opportunities for children to use and apply their Head and Heart to answer learning questions **(Heathfield Hands)** resulting in knowledgeable, physically and mentally healthy children that achieve their potential and have a solid foundation to become life-long learners.



RATIONALE

Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- the uniqueness of our children – our curriculum promotes respect for the views of each individual child, as well as for people of all cultures
- the spiritual and moral development of each person
- the intellectual and physical growth of each child
- the importance of co-operation and understanding between all members of our community
- the rights enjoyed by each person in our society and the associated responsibilities that come with those rights using the term 'British values'
- each person's need to be successful
- equal opportunities for all the children in our school
- the importance of each person's health – physical, emotional and mental
- the environment – we teach respect for our world, and how we should care for it for future generations, as well as our own
- developing the aspirational outlook of each person
- the importance of life skills – not just academic measures

We are committed to our mission statement; Learning Together, Learning for Life. In this regard, we want to structure our curriculum in a way that offers the children the knowledge, understanding and skills to become lifelong learners. This is why we have created our own Big Question Curriculum as a vehicle. The 'Big Question' approach is important to Heathfield because it provides a context for learning and ensures that children are not simply learning facts in isolation. The curriculum centres on a key question to begin each unit, followed by a series of small questions which takes the learning in different directions and offers a personalised approach. The curriculum enables children to make links to other subjects, allowing them to apply their knowledge and skills to other areas of learning.

2. 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 Outcomes document.

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
- Our Governing Board's Learning Challenge sub-committee is responsible for monitoring the way the school curriculum is implemented. This sub-committee review each subject area in its cycle of review and development.

- We have a named Governors for Teaching and Learning across the school. The Governors provide challenge to leaders on the content of their school development plans and associated actions.

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
- Proper provision is in place for pupils with different abilities and needs, including children with SEN
- The Head teacher is responsible for the day to day organisation of the curriculum and the strategic and operational management of this is delegated to the Deputy Headteacher.
- The Head teacher, along with SLT and subject leaders, monitors teaching and learning and ensures that all classes are taught the full requirements of the National Curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- evaluate progress made and draw up appropriate action points to develop their subject
- support and offer advice to colleagues on issues related to their subject area;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, as both national and local level. The curriculum leader and subject leader monitor the way the subject is taught in the school and plan for improvement. This development planning links to whole-school priorities. Each subject leader completes a subject SEF then plans actions based on the outcomes from the SEF. Subject leaders ensure that there is full coverage of the National Curriculum and that there is a clear skills progression.

GUIDELINES

Curriculum Intent

The aims of our school curriculum are:

- to facilitate fluency in reading at an age appropriate level across a range of genre connected to curriculum content;
- to teach children the basic skills of reading, writing and mathematical knowledge;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;

- to provide an inter connected curriculum that promotes meaningful connections between concepts and knowledge
- to enable all children to learn and develop their skills to the best of their ability;
- develop genuine and robust character traits (truth, fairness, equal opportunities, respect) to prepare children for life in the modern world
- to enable children to know their strengths and learning preferences;
- to provide strategies for children to be knowledgeable, physically and mentally healthy resulting in respect for themselves and high self-esteem,
- 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 provide children a solid foundation for the next step in their education and use this to become life-long learners enabling them to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to enable children to fulfil their cultural capital;
- to build knowledge and skills regressively over key stages.

Curriculum Implementation (Heathfield Head)

The curriculum at Heathfield covers all subjects of the national curriculum, as well as maximising opportunities for threading our key concepts throughout learning. Core subjects of English and Maths are taught discretely, though will make reference to application opportunities in other subject areas. Our foundation subjects are taught thematically, through our Big Question curriculum, which places a key question at the centre of each term's learning.

We plan our Big Question in three phases.

1. We evaluate our curriculum offer and agree a long-term plan for the whole school. This indicates what key questions are to be learnt in each term. We review our long-term plan on an annual basis.

2. With our medium-term plans, we give clear guidance on how each class will deliver the content, key focus questions, specific learning questions, key vocabulary, key knowledge, concepts, links to prior knowledge, knowledge organisers, assessment criteria, parental links and enrichment opportunities. For maths, we follow the White Rose scheme of work (see Maths policy), for English, we plan for progression using national curriculum expectations, but also make links to the Big Question where possible.

3. Our short-term plans are those that our teachers use for all other subjects other than History and Geography. Short-term plans consist of using prior knowledge, create pre and post assessments (blank knowledge organisers), Small Questions that link to the Big Question and vocabulary We use learning objective slips to set out the success criteria for each session. See feedback policy for further details.

Heathfield Heart

'Heathfield Heart' recognises the impact that personal, character skills can have on the academic success and well-being of our children. They play a vital role in developing the ability for children to enjoy and reflect on their learning across the curriculum.

In addition to this, children consider the personal attributes of others, including those of significant people identified throughout our curriculum, considering whether the proficiency in any of the following traits were linked to their success or demise! The 6 areas for personal development and The British Values form what we class as 'Heathfield Heart'. These are worked upon throughout a child's time at Heathfield Primary School.



Our character curriculum is enhanced through our Commando Joe's provision, where sessions take place each Monday. These sessions are carried out by the PE lead. These skills are further enhanced through the Big Question, assemblies and lunchtimes.

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.

The curriculum we teach in the Nursery and Reception class meets the requirements set out in the EYFS outcomes document. 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 First Steps and in the Nursery and Reception classes builds on the experiences of the children in their pre-school learning.

Throughout the Foundation Stage children are assessed according to national guidelines which form the basis of the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

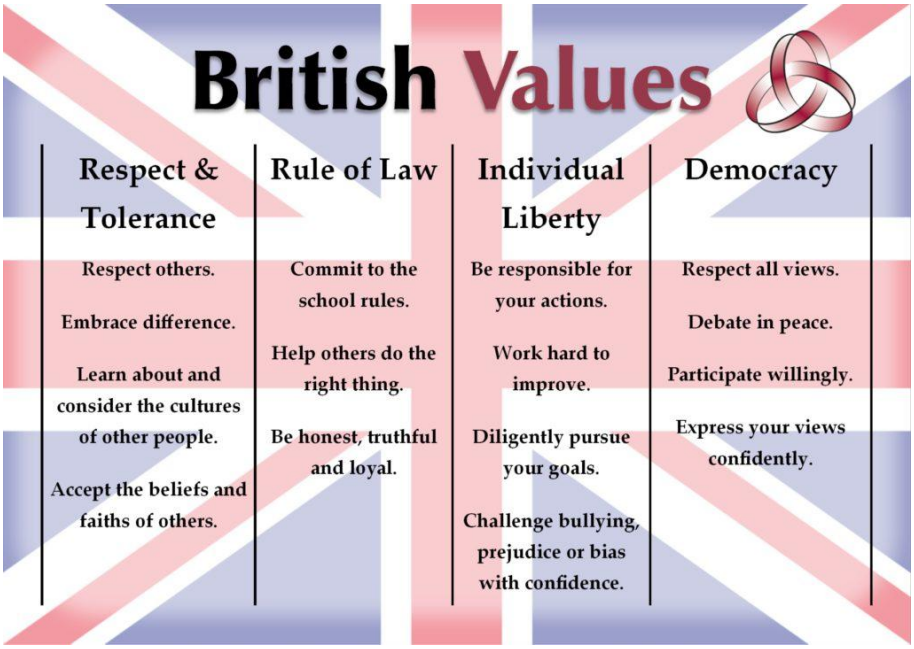
We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

If a child has a special educational need, Heathfield 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 educational 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 involve the appropriate external agencies to support and offer guidance.

The school provides Personal Learning Plans (PLPs) for each of the children who are on the special needs register. This sets out the nature of the special needs, and outlines how the schools 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 six times per year (Half termly).

Heathfield Hands

Heathfield Hands plays a vital role in children's knowledge and understanding. Heathfield Hands demonstrates the opportunities for children to use and apply their Head and Heart to answer the Big Questions. Children will practice subject specific skills to support them with the knowledge and understanding for the Big Questions. They will use Heathfield Heart and the British Values to develop a child's character and intrinsic values. This will enable them to be equipped with life-long skills and the ability to apply these within the modern world.



All subject areas contribute to a child's progress in the key skills of:

- synthetic phonics to support fluency of reading
- communication
- application of number
- information technology
- working with others
- improving own learning and performance
- problem-solving

IMPACT

We offer our children a broad and balanced curriculum that promotes their knowledge, skills, physical development and wellbeing. We prepare our children for the next stage in their education through the opportunities and experiences they receive. Before children leave Heathfield, they will have experienced a curriculum that is:

- planned and sequenced cumulatively sufficient knowledge and skills for future learning and employment.
- ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.
- successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- broad and balanced enabling children to achieve well. This is reflected in results from national tests

This policy will be reviewed annually to take into account local and national initiatives and to assess gaps in pupils' knowledge and skills.