

Hayfield Primary School

Policy for

The Curriculum

2016-17

HAYFIELD PRIMARY SCHOOL
Loving learning, loving life

Our School Vision

Our pupils will be happy, healthy and caring, with a positive attitude to learning and life. The school community will be respectful, resourceful and open-minded in all that it does. Children will be helped to develop the confidence, knowledge and skills to reach their potential and make a positive contribution to society.

Our Mission Statement

We want every child to:

- **be happy and secure**, and to know how to keep themselves healthy and safe.
- **have good self-esteem**, to develop a strong sense of self-worth, with the resilience and confidence to achieve success, develop own interests, strengths and talents, and fulfil potential.
- **love learning**, and experience a rich, vibrant, engaging curriculum, and become life-long, enthusiastic learners who ask questions to develop their thinking and a growth mindset.
- **make excellent progress** across the curriculum, especially in English, Mathematics and Science, achieving the highest standards of competence of which they are capable.
- **be a good citizen**, to develop a strong sense of community, citizenship and social awareness, with integrity and a good code of morals and ethics by which to lead their lives and set an example to others.
- **form positive relationships** and to know how to be a good friend: be caring; share and take turns; have trust, tolerance and respect; be a good listener and empathise.

Our school curriculum, which will include the National Curriculum, will be driven by an emphasis on:

The community

Working together with parents, friends, local schools and businesses to provide enriched and relevant learning experiences for all.

The environment

Having a good understanding of sustainability and environmental issues affecting our world; and showing care, respect and responsibility for the environment, both at local and global level.

Enterprise Education

Being creative, working well with others, developing leadership, using initiative, being positive, taking risks, solving problems, developing a 'can do' attitude and making links with the world of work.

Sports and the Arts

Having opportunities to experience a wide range of sports, music, art and drama, and to recognise and develop individual talents and interests.

The Curriculum Policy

Curriculum Aims

The aims of our school curriculum are to provide excellent teaching and learning opportunities, enabling all children to become:

- **successful learners** who enjoy learning, make good progress and achieve their potential
- **confident, resilient individuals** who are able to live safe, healthy and fulfilling lives
- **kind and responsible citizens** who make a positive contribution to society.

Successful learners who:

- have the essential learning skills of literacy, numeracy, science and ICT
- are creative, resourceful and able to identify and solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can, now and in the future.

Confident, resilient individuals who:

- have a sense of self-worth and personal identity
- relate well to others and form good relationships
- are self-aware and deal well with their emotions
- have secure values and beliefs and have principles to distinguish right from wrong
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices and keep themselves fit
- take managed risks and stay safe
- have a growth mindset and understand that hard work equals achievement
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements.

Kind and responsible citizens who:

- are well prepared for life and work
- are enterprising
- are able to work cooperatively with others
- respect others and act with integrity and kindness
- understand their own and others' cultures and traditions, within the context of British heritage, and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- challenge injustice, are committed to human rights and strive to live peaceably with others

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- sustain and improve the environment, locally and globally
- take account of the needs of present and future generations in the choices they make
- can change things for the better.

Key to the success of our curriculum and children's progress

In line with our school aims, and in working with parents, governors, the community and outside agencies, this school seeks to meet the needs of all of its children through a personalised approach and differentiating all learning as appropriate, providing both support and challenge to meet individual needs and enable all children to reach expectations. We provide a positive, safe, inclusive and caring environment in which the children are made to feel happy, safe and secure.

Just as important as teaching the academic curriculum, is

- establishing a good rapport with the children;
- building their confidence, independence and resilience;
- inspiring them to express their individual ideas and feelings, and have a voice in how they learn;
- providing them with responsibilities and opportunities, such as being part of the School Parliament, a member of the ECO team, leading an enterprise initiative, organising a sporting event, performing in drama, music or sporting activities
- encouraging them to work hard, to value learning and learn from their mistakes;
- actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Our curriculum is rich, broad and balanced, and relevant to the needs and interests of our children. It is crucial that learning is seen as essentially purposeful and enjoyable. Education is an important tool for life and if children learn to enjoy learning when young, and have a growth mindset, the desire to keep learning is more likely to stay with them.

School Curriculum

As required by the National Curriculum 2014, we provide a curriculum that is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of all pupils at this school and of society;
- prepares pupils for the opportunities, responsibilities and experiences of later life;
- is underpinned by effective teaching, learning and assessment;
- builds on what children already know, and is progressive year on year;
- is fun, engaging, enterprising and based on experiential learning whenever possible;
- promotes active and outdoor learning;
- uses up-to-date technologies;
- has a global dimension; and
- is designed to maximise pupil achievement and improve outcomes for all our learners.

Curriculum Design

The curriculum is organised into learning challenges, covering all the National Curriculum subjects:

Core Subjects	Foundation Subjects	Other subjects
English Mathematics Science	ICT & Computing Physical Education (incl. swimming) History Geography Design and Technology Art and Design Music Languages	Religious Education (statutory, following the Derbyshire Syllabus) Personal, Social, Health & Economic Education (PSHE), including Values

It is taught in accordance with the National Curriculum 2014, which stipulates the teaching programmes of study for each subject and each key stage. This document can be accessed on our website or directly here: <https://www.gov.uk/government/collections/national-curriculum>

Planning

The National Curriculum is divided up into Curriculum Maps for each year group, providing a set of statements for each subject and continuity and progression across the school. From these **curriculum maps**, teachers draw up **long term plans**, making links between learning challenges (LC) and with English and Maths units of study.

Learning Challenge Medium Term Plans are created from the long term plans, to provide the detail of learning objectives, overview of activities and learning outcomes.

Short term planning provides the detail and comprises of English and Maths unit planning and weekly plans covering daily lessons. These lesson plans provide detail of activities and differentiated objectives, tasks and outcomes, according to the needs of the learners.

All foundation subject learning challenges (usually around six or seven lessons) start with a Big Question and a 'wow', a hook to draw the learner in. Before the LCs are planned in detail, children are given a pre-learning task, which is carefully assessed to ensure that the objectives are pitched at the right level and the right content to better meet the needs of all learners in the class. Children are also involved in the planning process so that their ideas and interests can be taken into account when planning teaching and learning.

Planning is monitored, evaluated and reviewed on a regular basis to ensure it delivers the curriculum effectively and meets the needs of all our children.

Organisation

English and **Mathematics** lessons are taught as discrete lessons every morning and additional time is spent on phonics, guided reading, spelling, hand-writing, mental maths, arithmetic and problem-solving. Some children will have additional lessons (intervention, 'catch up' sessions) in groups or one-to-one, as appropriate, to help them keep up with their peers.

English and Maths units are linked, where possible, to foundation subject learning challenges, and English and Maths skills are also practised across all areas of learning. **Science**, as one of our key priorities this year for improvement, is taught discretely for two hours a week in every class from Year 1 to year 6. Children also have two hours of **Physical Education** weekly, in addition to opportunities to participate in a broad range of PEGS (Peak Edge Group of Schools) sporting activities, through the School Sports Partnership, and join extra-curricular lunchtime and after school sports clubs.

In **Computing** lessons, children develop computational thinking and creativity skills to help them understand and change the world. Lessons are planned from the Wokingham ICT scheme of work (updated 2016) and 'Purple Mash' is used to teach fun and exciting lessons, covering the whole ICT and Computing programme of study across the whole school.

Please see the National Curriculum Document for full details of the Computing curriculum.

Enterprise Education: The 'Big 13' Enterprise Skills

Our school values enterprise education and ensures that enterprise skills are developed and practised across all areas of the curriculum. We provide enterprise opportunities in our planning and teaching and teach enterprise skills explicitly, so that children develop a growing awareness of value creation, the world of work and the skills they need to succeed in their future lives, e.g. *teamwork, initiative, leadership, organisation & planning, negotiating & influencing, problem-solving, financial literacy, taking risks* etc.

ECO awareness

Although our ECO Schools Green Flag status has recently expired, we are still an eco-friendly school and value the importance of teaching children about our beautiful world and their responsibility in learning to take good care of it. Children learn about the environment and environmental issues through science, geography, PSHE, assemblies and the work of our ECO Committee and School Parliament.

Educational Visits

We believe that educational visits, linked to the curriculum, help to bring relevance, life and purpose to learning in the classroom. Therefore, as a minimum, all classes make at least three visits to places away from school each year. Many trips relate to history or science topics, e.g. Buxton or Manchester Museum, Jodrell Bank or Chester Zoo. We make as much use of our community minibus as we can in order to maximise opportunities for outdoor learning and school trips.

Whole-school themed blocks of learning

Two or three times a year, we spend blocked period of time on a whole-school theme. This could be based around any curriculum or topic subject, such as WW1, a science topic, environmental work, art, citizenship or cultural studies. During these weeks, we involve parents and the community as much as possible and ensure an 'enterprise' outcome, where relevant. We also

take part in National Anti-Bullying Week, Switch Off Fortnight, Safer Internet Day and National Sports Week.

These blocks of time are thoroughly enjoyed by both staff and children, are well supported by parents and usually culminate in a celebration of learning and achievements.

This year, we are working on becoming a '**growth mindset**' school and will launch this initiative in the spring term by teaching children that we are not born with a fixed ability, that the brain can grow and change so that, with effort and determination, they can improve their learning in any subject.

Early Years Curriculum

The curriculum delivered in our Reception Class goes beyond meeting the statutory requirements of the Early Years Foundation Stage Framework. Children learn through play and by engaging in well-planned, structured, child-centred activities, where they are encouraged to explore, be curious and ask questions. Children are carefully observed and monitored to ensure that they are provided with the right conditions and opportunities to learn and flourish, and be 'Year 1 ready' by the end of the year.

Children are assessed in the first six weeks in all 17 areas of learning using the Early Excellence Baseline Assessment. At the end of the academic year, the children are assessed again to measure progress from their starting points.

Assessment

Assessment, both summative and informative, is a key focus in providing:

- information which teachers can use in deciding how a child's learning can be taken forward and in giving pupils themselves clear and understandable targets and feedback about their achievements;
- teachers [and other adults working with the children] with the means of identifying the need for further diagnostic assessment for particular children, where appropriate, to support their progress and development;
- overall evidence of the achievements of a child and of what he or she knows, understands and can do;
- aggregated information about children's achievements which can be used as an indicator of where there needs to be further effort, support, resources, changes in curriculum etc;
- progress and attainment information for transition, from year to year and from primary to secondary school;
- helpful communication with parents and carers about how their child is progressing, and with governors, LA and Ofsted about how well the school is doing;
- a basis for professional development, in that the process of carrying out systematic assessment, recording attainment, and moderating outcomes will be a valuable basis for teachers and teaching assistants to evaluate their own work and gain access to new thinking, knowledge and skills; and
- evidence of financial needs in terms of professional development, resources and curriculum changes which will impact on the school budget.

We use a range of assessment tools to make judgements about whether children are working within, below or above age-related expectations in each of the core subjects. Please see our Assessment Policy on our website for full details on how we assess learning at Hayfield.

Roles and Responsibilities

- The Headteacher is responsible for leadership and development of the curriculum and for delegating subject responsibility to staff
- The Deputy Headteacher is responsible for managing and leading assessment of the curriculum teaching and learning, and, with the Headteacher, developing curriculum initiatives and improvements.
- Subject leaders are responsible for monitoring and developing learning and standards in their subject and reporting to the headteacher and governors. They audit resources, keep abreast of developments and current thinking in their subject, create action plans, review and update policies, support their colleagues and carry out learning walks, pupil interviews, and planning and book scrutiny.
- The Governing Body Curriculum & Policy Committee monitors the success of the curriculum and learning through: pupil performance data analysis; sharing subject leader reports; visiting school to work with subjects leaders and observe learning and children’s work and then reporting back to CAP; the Headteacher’s Report to Governors;; the Self-Evaluation Summary, the LA’s SIRR and the School Improvement & Development Plan (SIDP).
- The Headteacher monitors the standard of teaching and learning and curriculum delivery through lesson observations, planning and book scrutiny, pupil discussion, performance management, analysis of data and observing learning of daily walks around the school.
- The Governing Body and the Headteacher are responsible for ensuring appropriate CPD is available and that both CPD and curriculum resources are supported through the school budget.

Equal Opportunities

All pupils in our school, regardless of age, gender, race, disability, religion or belief, are treated in accordance with our Equality for All Policy. Please see copy on our website for full details.

This policy is in line with other important school policies, all of which can be found on our website. Further to those already referred to, these include:

- Safeguarding and Child Protection
- Online Safety
- Health & Safety
- Special Educational Needs and Disability
- Assessment of Learning
- Accessibility Plan
- Teaching and Learning
- Subject policies

This policy will be reviewed annually.

It was approved by the Governing Body on:

<i>Review date</i>	Signed by Chair of Governors	Signed by Headteacher

