



## Hugh Gaitskell Primary School

### Curriculum Policy

#### **1. Introduction**

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum, but also other programmes of study that we feel are particularly relevant to our community. Additionally we seek to achieve further enrichment through a wide range of optional extra-curricular activities and clubs. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, respectful, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

1.2 We endorse the aspirations concerning a broad and balanced curriculum that are set out in the DfES National Curriculum in England 2014 and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning both purposeful and fun.

1.3 We aim to ensure that pupils progress into KS3 with basic skills to ensure success in their future and therefore liaise with colleagues in local upper schools regarding curriculum themes and transition where possible.

#### **2. Values**

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the social, moral, spiritual and cultural (SMSC) development of each person, as well as their intellectual and physical growth.

- We value the importance of each person in our community. 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. 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.

### **3. Aims and objectives**

3.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of Literacy, Maths and Computing
- to enable children to be creative and to develop their own thinking;
- 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 and to promote British Values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own social, moral, spiritual and cultural development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **4. Organisation and planning**

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term curriculum plan (on our website) on an annual



basis. Our school operates a 2 year cycle of planning between 'milestones' at the end of Y2, 4 & 6 to ensure that all objectives are covered for each subject area. This reflects the structure of the 2014 National Curriculum and also the programme of skills development drawn from published materials. For Mathematics, Reading and Writing, we use yearly overviews to map out curriculum coverage in each year group.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use objectives taken from the National Curriculum 2014 (using Rising Stars progression frameworks) to plan, assess against and identify gaps. Some topic or aspect of a topic begins with a 'hook' stimulus to engage the pupils who are then directly involved in identifying aspects of the topic they want to learn about.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

### **The Inclusive Curriculum**

5.1 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.

5.2 If a child has a special need or disability, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special 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's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

5.3 Teachers follow a graduated response with three waves of provision.

Wave 1 = Quality first teaching, including clear learning objectives that are shared with Children and returned to at the end of a lesson, interactive teaching styles and accessing and planning for different learning styles.

Wave 2= Additional input, above and beyond that of what other children are accessing, this could include one of our many "catch up" provision programmes.



Wave 3= Referral to outside agency involvement such as Educational Psychologist or a Speech and Language therapist.

When a child has Wave 2 and Wave 3 provision they will be having what is known as **SEND support** (formally known as School Action and School Action Plus). If a child fails to make progress through Wave 2 and 3 provision then they would be placed on a **Education, Health and Care (EHC) Plan** (formally known as Statement of SEN). The EHC plan are issued when the local authority considers the special educational need of the child cannot be reasonably provided for with the resources normally available to mainstream schools.

The school provides an Individual Educational Plan (IEP) for each of the children having SEN support. This sets out the nature of the need, and outlines how the school will aim to address it. Individual Education Plans are reviewed at least twice yearly and, depending on individual need, on an on-going basis.

5.4 If a child has a disability the school complies fully with the Disability Discrimination Act. Inclusive education, adapting resources and access to all provisions are available to children within our school.

## 6. The Foundation Stage

6.1 The curriculum that we teach in the reception class 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.

6.2 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.

6.3 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 Foundation Stage Profile is used to assess children's progress during the year.

6.4 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.



## **8. The role of the subject leader**

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader 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. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum 2014 and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

8.3 Subject leaders are responsible for seeking external links to enhance their subject area (for example, collaboration with the local high schools and Leeds University)

## **9. Monitoring and review**

9.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

9.2 We have named governors for all areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

9.3 The headteacher is responsible for the day-to-day organisation of the National Curriculum. The headteacher monitors through formal lesson observations, 'drop-in' lesson observations, pupil interviews, scrutiny of work and tracking pupil progress through assessment data.



9.4 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.5 This policy is monitored by the Governing Body and will be reviewed annually.

**This policy will be reviewed annually. Next review: July 2016**