



## Harting CofE Primary School

### Curriculum Policy

Owner: Curriculum Committee

Reviewers: Full Governor Body

Date Last Revised: February 2021

Date Next Review: January 2022

Document Location: 't'drive(updated 2014 onwards>2.15>recommended) Hardcopy in File

***This policy should be read in conjunction with SEND policy (and bear in mind Child Protection)***

**“Learning to Love, Loving to Learn”**

## **1 Introduction**

- 1.1 Our school's curriculum involves the planned activities organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but the various extra-curricular activities that enrich the children's experience. The 'hidden curriculum' is what the children learn from the way they are treated and expected to behave. It is underpinned by the school's key Christian values of love and respect. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 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 through inspired teaching which engages pupils.

## **2 Values**

- 2.1 Our school curriculum is underpinned by the Christian values of love and respect. In light of these, we strive for "Success for All", irrespective of starting points and backgrounds. 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 succeed in their next stages of learning and to lead fulfilling lives.

## **3 Aims and objectives**

- 3.1 The aims of our school curriculum are:
- to provide pupils with meaningful and relevant learning opportunities which are suitable for the pupils attending our school and develop the experiences of those whose opportunities are limited;
  - to enable all children to learn, and develop their skills, to the best of their ability;
  - to promote a positive attitude towards learning and acquire a solid basis for lifelong learning;
  - to teach children beyond the basic skills of literacy, numeracy and ICT (including e-safety);
  - to enable children to be creative and to develop their own thinking and reasoning;
  - to teach children about the developing world, including how their environment and society have changed over time;
  - to help children understand Britain's cultural heritage;
  - to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
  - to enable children to be positive citizens;
  - to fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum and the Locally Agreed Syllabus for Religious Education;
  - to teach children to have an awareness of their own spiritual development, and to distinguish 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 encourage children to have healthy life-styles and support their mental well-being;

- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

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

- 4.1 We plan our curriculum in two year cycles to accommodate the mixed age group classes. Long term planning is mapped, ensuring coverage and provide a progression of knowledge and skills throughout the primary years. Each class teacher plans a curriculum matrix for the academic year, based on this. Outdoor learning is promoted.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. These plans are have been reviewed and developed - to meet the 2014 National Curriculum and informed by current trends in educational research
- 4.3 Our short-term plans are those that our teachers write on a weekly 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.
- 4.4 Throughout the school, topics help scaffold learning; enable rich cross-curricular links, promoting knowledge retrieval. Careful planning ensures that there is full coverage of all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum, and there is planned progression in all curriculum areas. However, there are instances where subjects are taught more discretely.

#### **5 Early Years Foundation Stage**

- 5.1 The curriculum that we teach in Reception meets the requirements set out in the Early Years Foundation Stage Curriculum. Our planning focuses on the Characteristics of Learning, Developmental Matters and Early Learning Goals expectations, as set out in this document.
- 5.2 Our school fully supports the principle that young children learn through play and by self- initiated activities. Practitioners support and extend learning by providing an environment rich in opportunities for children to engage in learning. Teaching in the reception class builds on the experiences of the children's pre-school education.
- 5.3 Each term, the practitioners will assess the skills development of each child, which informs tracking of progress. This assessment forms an important part of the future curriculum planning for each child.

#### **6 The role of the subject leader**

- 6.1 The role of the subject leader is to:
- provide a strategic lead and direction for the subject;
  - support and advise colleagues on issues related to the subject;
  - monitor pupils' progress in that subject area;
  - provide efficient resource management for the subject.

#### **7 Monitoring and review**

- 7.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented.

- 7.2 There is a named governor assigned to particular subjects within the curriculum. These governors liaise with the respective subject leaders to have an overview of the curriculum. There is also a named governor assigned to SEND, child protection and looked after children.
- 7.3 The headteacher organises the monitoring of teaching and learning as well as curriculum development; receives feedback from subject leaders; and liaises with governors.
- 7.4 Subject leaders monitor their subjects in line with the school development plan

**Harting C of E Primary School Curriculum**  
**Key Values: Love and Respect**

<b>CURRICULUM AIM</b>	To offer a broad, balanced & inclusive curriculum which empowers children to achieve their full potential and to make informed and responsible decisions throughout their lives.							
<b>OBJECTIVES</b>	To develop the child as a responsible and confident citizen who recognises the value of community.		To develop the child as an individual who embraces challenge and makes the most of their opportunities.		To develop the child as a life-long learner who has a range of skills which ensures high levels of achievement.			
<b>KEY CROSS-CURRICULAR SKILLS</b>	COMMUNICATION WORKING WITH OTHERS		USING & APPLYING KNOWLEDGE AND SKILLS TO IMPROVE THEIR OWN PERFORMANCE		INFORMATION TECHNOLOGY THINKING, PROBLEM SOLVING & DECISION MAKING			
<b>KEY AREAS OF LEARNING</b>	LANGUAGE & LITERACY HISTORY	NUMERACY & MATHEMATICS GEOGRAPHY	SCIENCE RSHE DESIGN & TECHNOLOGY	ART & DESIGN LANGUAGES	COMPUTING RELIGIOUS EDUCATION	PHYSICAL EDUCATION MUSIC		
<b>CURRICULUM ENRICHMENT</b>	CITIZENSHIP		COLLECTIVE WORSHIP		OUTDOOR LEARNING		LOCAL LEARNING VISITS	
<b>ASSESSMENT FOR LEARNING</b>	PUPIL LED LEARNING	CLEAR LOs SHARED	SUCCESS CRITERIA	TARGET SETTING	CREATIVE LEARNING	FEEDBACK & GAPS	PEER & SELF ASSESSMENT	CELEBRATING SUCCESS LEARNING EVALUATION
<b>LEARNING EXPERIENCES</b>	INVESTIGATION CHALLENGING & ENGAGING	CROSS-CURRICULAR SUPPORTIVE ENVIRONMENT	RELEVANT & ENJOYABLE CULTURALLY DIVERSE	MEDIA RICH POSITIVE REINFORCEMENT	INTEGRATED SKILLS RETRIEVAL PRACTICE	ACTIVE & HANDS ON ENQUIRY BASED LEARNING	WIDE EXPERIENCES ONGOING REFLECTION	
<b>ATTITUDES &amp; DISPOSITIONS</b>	RESPONSIBILITY CO-OPERATION	COMPASSION FLEXIBILITY	COMMITMENT & DETERMINATION TOLERANCE	OPEN TO NEW IDEAS INTEGRITY	RESPECT	SELF CONFIDENCE CURIOSITY		