# Curriculum Policy

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## 1. Introduction

This policy describes the curriculum and should be viewed in conjunction with the individual subject curriculum policies.

The curriculum refers to all the planned activities that are organised to promote learning, personal growth and development. We aim to ensure children grow into positive, responsible people who can work and cooperate with others while at the same time developing their knowledge and skills and achieve their true potential. We value a broad curriculum as a means of fostering creativity, joy of learning and independent learning.

## 2. Curriculum Aims

### Academic aims

- Provide equality of access and opportunity for all pupils to learn and progress
- Ensure that each pupil is stimulated and is committed to the process of learning
- Identify pupils' strengths, interests and talents and build upon them by challenging them appropriately
- Give pupils increasing responsibility for their learning
- Equip all pupils with essential skills
- Build pupils' confidence in their abilities
- Expose pupils to a broad range of experiences
- Teach pupils to think creatively and critically and develop problem solving skills
- Develop pupils' physical skills, educate them in healthy life skills and keeping themselves, and others, safe

### Other aims

- Develop personal attributes
- Promote social, moral, spiritual and cultural awareness
- Encourage pupils to feel comfortable with their unique identity
- Teach pupils to protect the environment
- Prepare pupils for the next step after primary school
- Promote an understanding of modern British life

## 3. Curriculum Intent

Our curriculum intends to:

***Ignite a love of learning that inspires pupils to seek knowledge, develop resilience and have positive moral values so that they are well prepared for the next stage of their education and beyond.***

The curriculum lies at the heart of education and at Hill Farm it is planned, to not only determine what children will know and do, but to help them discover their talents and passions, to build character and to provide them with the skills and opportunities to become confident students, able to take their place in society as happy, responsible citizens who care for others and the world they live in.

*Leaders have designed a curriculum to meet the needs of Hill Farm's pupils. It is designed to encourage pupils to develop a love of learning, to provide them with a wide range of cultural experiences and to develop their basic skills, especially in literacy and numeracy. Pupils thoroughly enjoy their learning and find the curriculum engaging and interesting. They are becoming enthusiastic, inquisitive learners who benefit from a very wide range of experiences. (Ofsted 2019)*

At Hill Farm Primary School, our aim is to deliver an exciting, challenging and opportunity rich learning experience that celebrates the differences and diversity in our school community. In conjunction, we aim to nurture caring, thoughtful and confident children who understand and live values such as tolerance and gratitude. Through our shared set of values children will be committed to their learning, know how to study effectively, be resilient to setbacks and take pride in their achievements.

Our knowledge and skills-based curriculum is designed to take account of prior learning, provide first hand learning experiences and support children to develop interpersonal skills. We aim to build resilience, and plan in opportunities for our pupils to become creative, critical thinkers. One of our key approaches to teaching is to encourage pupils to challenge themselves and not be afraid to make mistakes along the way. Teachers' regular feedback is also crucial as a means of challenging and questioning thinking and deepening learning.

Our co- and extra-curricular offer is crucial to the richness of the Hill Farm curriculum. We are fervent about opportunity for pupils and as such have devised an extensive program of trips and activities that are free or subsidised to ensure our children, regardless of disadvantage, have parity with their peers. The Hill Farm Promise – 101 experiences build on this further and incorporates the views of staff and pupil voice.

We take pride in working closely with our families to create strong relationships that support our pupils both in and out of school. From greeting families in the morning to waving pupils off at the end of the day, our staff are always available to talk to parents and carers. We are fortunate to have a dedicated Safeguarding and Family Support Team who are able to assist children and families as well as signpost to outside agencies where needed. We regularly hold curriculum activities, celebration events, sporting, art and musical performances where parents are encouraged and welcomed to work with their children in school. Along with a weekly newsletter and updates through the Hill Farm 'app' and X, families are kept well informed of their children's progress. All elements of the curriculum are clearly mapped into journeys that link together so families can easily see how they can contribute to and support their child's educational journey by helping with homework, trips and visits and feeding this back into school as a continuous educational partnership.

**Implementation of the Curriculum**

Focussing on the three essential components of self-regulated learning: cognition – the mental process involved in knowing, understanding, and learning, metacognition (learning to learn) and motivation – willingness to engage, the delivery of the curriculum includes teaching pupils specific strategies for planning, monitoring and evaluating their learning and encouraging children to take greater responsibility for their learning and developing their understanding of what is required to succeed. Using concepts that are regularly repeated over each key stage, connections can be made, knowledge and skills can be built upon and learning is secured in the long-term memory.

*Education Endowment Foundation (EEF) research has shown this approach has high levels of impact with pupils making an average of seven months additional progress and also showing that teaching these strategies can be particularly effective for low achieving older pupils.*

All disciplines of our curriculum are carefully mapped out to ensure progression in skills, knowledge and vocabulary. Across every subject, regular retrieval practice opportunities are undertaken to ensure knowledge and skills are transferred and embedded into pupil's long-term memory.

Embedded throughout our curriculum are oracy opportunities so that pupils learn to talk confidently which subsequently enables them to learn through talk. This helps to remove barriers to learning for many of our disadvantaged pupils.

Our whole school values are our golden thread throughout our curriculum. Through our shared set of values children are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements.

As a school, we have developed a Careers Curriculum that offers our pupils exposure to a wide range of possible future occupations. These are mapped across our whole curriculum, especially our Science curriculum and our co/extra-curricular offer.

Diversity is carefully considered throughout our curriculum to represent the diversity at Hill Farm. Careful consideration has been taken when selecting texts, key themes and significant people that are explored in each year group. This ensures that pupils' knowledge of equality and diversity is deeply rooted and they recognise and understand the importance of the nine protected characteristics.

Our academic curriculum works alongside our Wellbeing Curriculum to ensure that pupils feel happy and safe so that they can acquire academic achievement. Our curriculum comprises of four pillars to ensure a holistic approach to wellbeing: physical wellbeing, mental wellbeing, social wellbeing and personal safety.

Making links with our local community is a key element of our curriculum. This allows pupils to appreciate their local area and to appreciate the diversity. In addition, it allows us to build relationships with parents in order to enable them to support their child's learning at home.

An integral part of our curriculum is the wide range of aspirational opportunities carefully mapped out across all subjects to develop children's cultural capital. These opportunities allow our pupils to accumulate knowledge, behaviours and skills that they can draw upon and which demonstrates their cultural awareness, knowledge and competence.

## Values Education

Hill Farm is an accredited Enhanced Values based Education (VbE) school. Our values are threaded through all we do as we teach and inspire children and adults to adopt and live positive human values to create an exceptional environment for teaching and learning. The focus on ethical and emotional intelligence, deepened relationships and a strong values-culture give pupils the best chance of academic success. Children are taught to study effectively, be resilient to setbacks and take pride in their achievements. **We teach and inspire children to value themselves, value others and value the planet.** We have twenty values that are organised under 5 overarching themes that link directly to the British Values and form the acronym LEARN.

**L**ive without Harm
**E**qual Opportunities
**A**ltruism
**R**esourcefulness
**N**avigate the World

They are taught over a rolling two-year period, introduced in whole school assemblies and then explicitly taught and discussed in class using the oracy framework, promoted in activities and recognised and rewarded in actions. The 'values' provide a basis for our behaviour and reward system which encompasses ways to reward the individual, class, and house.

Hill Farm is also mindful of the mental health agenda and routinely promote various approaches such as reflection time and teaching how the brain works (neurology). We want pupils to understand their own behaviour and develop planned strategies for managing themselves emotionally. Our Inclusion Team also deliver further 'nurture' groups for specific high-need children such as 'Emotion Coaching' and 'Diffuze' to help them identify strategies for dealing with problems they may face outside of school.

## Impact of the Curriculum

The impact of our curriculum can be seen through year on year improvement in academic achievement compared with national outcomes.

However, of equal importance is the further impact of the high-quality learning experience we offer which include the extra and co-curricular activities, the inner curriculums and interventions delivered by our inclusion staff as evidenced by the following:

- A rise in school attendance and a decrease in persistent absence.
- A significant uptake in after school clubs and activities including the opportunity to represent the school in various teams and experiences.

Parents are also very positive about the school as is evidenced in questionnaires conducted throughout the school year with 100% stating that they would recommend the school.

## 4. Quality First Teaching

At Hill Farm, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child's progress.

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to consider prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

## 5. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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 Foundation Stage (EYFS) statutory framework

## 6. Roles and responsibilities

### 6.1 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

### 6.2 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

### 6.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 7. Organisation and planning

1. A long-term overview of each subject for each year group will indicate which topics are to be taught in each term. This long-term plan is reviewed on an annual basis by the curriculum lead.

2. Schemes of work (medium-term plans) give clear guidance on the objectives and teaching strategies for each topic. These are reviewed half-termly by the curriculum lead.

The plans will incorporate the following and these can be seen in more details in the subject specific curriculum policies:

- Relevant curriculum learning objectives
- Assessment opportunities and formats
- Opportunities for differentiation
- Resources and suggested teaching strategies
- Development and application of relevant subject skills

3. Lesson plans (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 to challenge students of all abilities, making specific reference to groups of students. Plans are adapted to suit the needs of children daily if needed.

See our EYFS policy for information on how our early years curriculum is delivered.

## 8. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

The curriculum in our schools is designed to be accessed by all children who attend the school. Where necessary we adapt the delivery of the curriculum to students' needs, in consultation with their parents.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.

## 9. Monitoring arrangements

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.

The school gives subject leaders non-contact time so that they can carry out their duties. It is the role of each subject leader and the curriculum lead to keep up to date with developments in each subject. 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 the subject alongside the curriculum lead and ensures that there is full coverage of the National Curriculum.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school. Subject leaders quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed.

The role of the Curriculum Lead is to:

- ensure that students experience a broad and balanced curriculum;
- drive the school's ambitions for the subject area;
- monitor standards and bring about improvement;
- contribute to the writing of policy documents;
- ensure continuity, progression and assessment across each subject,
- contribute to, implement and evaluate the success of the school improvement plan;
- monitor and improve the performance of subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by taking part in planning monitoring, learning walks, pupil voice, CPD, pupil progress and book scrutinies.

Subject leaders and curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the full governing board.

## 10. Intervention

Interventions for individuals and groups who are not making sufficient progress are identified:

- Provision for intervention is mapped according to need
- Detailed plans are put into place
- All interventions are time bonded and data driven
- Interventions are evaluated and relevant adjustments are made

Pupil Progress and year group meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## 11. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Marking policy
- RSE policy
- Behaviour policy
- Pupil premium policy