



Curriculum Policy

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Statement of Intent

At Highfields Primary School we value children's education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling children to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of children at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

(Please note that the DfE's 'National Curriculum for England' document has been used to inform this policy)

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Single Equality Policy
- PSHE & Relationships & Health Education
- Special Educational Needs and Disabilities Policy
- Off Site & Out of Hours Educational Visits Policy

2. Roles and Responsibilities

The Governing Body is responsible for:

- Being aware of the content of this policy.
- Liaising with the Headteacher, Subject Champions and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the Governing Body on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Using Insight to analyse data in regards to the progress and attainment of children and reporting these findings/results to the Governing Body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping children engaged in content.
- Creating short term plans for the curriculum with fellow colleagues and reporting these plans to the Headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Headteacher and the SENDCo to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCo and support staff to ensure those in need receive additional support in lessons wherever possible.
- Ensuring academically more able children are given appropriately pitched work to showcase their talents.
- Celebrating all children's academic achievements.
- Reporting progress of children with SEND to the SENDCo and ensuring any difficulties identified are discussed and resolved quickly.
- Inputting assessment data into Insight in all subject areas (EYFSP areas for YR, NC areas for KSI/2)
- Monitoring the progress of all children and reporting this to the Headteacher.
- Working to close the attainment gap where identified

Subject Champions are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Using Insight to monitor pupil progress within the subject and reporting on this to the Headteacher.
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for children in need so that everyone can have full access to the curriculum.

The SENDCo is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring children receive the additional help they need.
- Using Insight to monitor the progress of children with Special Educational Needs
- Liaising with external agencies where necessary to ensure children who require additional support receive it.

3. Highfields Curriculum Intent

Children's learning and development is at the heart of our school's curriculum; it is broad and balanced and equips children with the skills necessary to succeed in life after school. This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to children's learning and self-improvement.

At Highfields Primary School our curriculum was written to cover all of the skills, knowledge and understanding set out in the National Curriculum. We then enhanced this National Curriculum by ensuring that it relates to our locality and the diversity of our children. In addition, we enrich learning through providing opportunities, residential, trips, visitors and experiences that build real-life learning and help deliver our vision that all Highfields children are provided with a curriculum that enables them to have 'Roots to Grow and Wings to Fly'.

To ensure that children develop secure knowledge, skills and understanding that they can build on, our curriculum is organised into a model that outlines the knowledge, vocabulary and skills to be taught in a coherent way in each year group. All aspects of the curriculum are carefully mapped out to ensure that children build on secure prior knowledge so that they can make meaningful connections. Each subject taught has its own knowledge and skills grids, designed and written by Curriculum Leads (HT/DHT) and Subject Champion for that subject.

When looking at each subject, the skills and knowledge grids show clear progression and are carefully organised, these form the base of our long-term plans. The individual class teachers will then use them to help write their medium-term plans. All subjects are delivered through subject specific teaching organised into blocks under a

theme/topic. Meaningful links with other subjects are made to strengthen connections and understanding for children and to ensure we are equipping them with the cultural capital they need to succeed in life. All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and help them make connections. Staff will model explicitly the subject specific knowledge, vocabulary and skills relevant to the learning to allow children to integrate new knowledge into larger concepts.

Teachers support children to practice new learning, questioning for understanding, checking for misconceptions and giving clear and appropriate feedback. This moves children from supported practice to independence at the correct pace for them, ensuring all children are challenged. Consistent learning walls in every classroom provide constant scaffolding for children. There is also an expectation that new or specific vocabulary, is displayed in classrooms along with any key facts and questions and model exemplars of the work being taught. Shared spaces around school display subject work from early years to the end of KS2, highlighting the curriculum content and concepts that are developed over time. These shared spaces also reflect our work on British Values.

Questioning is used to review learning and check that children know more and remember more. Learning is also reviewed periodically throughout the year so that teachers can check whether information has been retained. Assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their lesson planning, activities and differentiation.

Our children are provided with a variety of experiences both in and out of the classroom, where appropriate, to create memorable learning opportunities and to further support and develop their understanding.

At Highfields Primary School, the impact of our curriculum is shown in several ways. In core subjects, impact is shown through the progress and outcomes of children in national testing. In addition, pupil voice and the quality of work in children's books demonstrate the deeper impact on children knowing and remembering more. In the wider curriculum, pupil voice shows that children are confident and able to talk about what they have learnt using subject specific vocabulary. Pupil voice also demonstrates that children enjoy and are able to recall their learning over time. Children's work demonstrates that the curriculum is taught at an age-appropriate standard across each year group with opportunities planned in for children working at greater depth. Children in Reception are also supported with making connections between their areas of learning and future National Curriculum subjects.

Our curriculum will be delivered in accordance with the Equality Act 2010.

A full list of the subjects available to our children can be found in [section 7](#) of this policy.

We provide a variety of enrichment activities throughout a child's time at Highfields, in order to enhance their learning experiences, form personal connections with their peers, and teach skills essential for life after school.

4. School Ethos and Aims

The overall aims of the curriculum are to:

- Enable all children to understand that they are successful learners/scientists/artists/geographers etc

- Enable children to understand the skills and attributes needed to be a successful learner.
- Enable children to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach children the basic skills of English, maths, computing and science.
- Enable children to be creative through art, dance, music and design and technology.
- Enable children to be healthy individuals and appreciate the importance of a healthy lifestyle through physical education.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and LA agreed SACRE syllabus for RE.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable children to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable children to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable children to experience playing a musical instrument.
- Enable children to know how their learning links to possible future possible careers
- Teach children about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, children will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Learning that success is a reward in itself
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.
- Understand the importance of being ready, respectful and safe

5. Organisation and Planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions. Reception and KS1 children will receive three breaks (am/pm playtime and lunchtime) and KS2 children will have two breaks (am playtime and lunchtime).

In general, lessons will be separated into three core stages:

- Introduction to the topic/thinking time/retrieval practice – this is the time where lesson objectives will be discussed and links will be made to prior learning
- A main teach – this will vary day to day and lesson to lesson based on the teacher's plan.
- End of lesson – this will summarise the skills and knowledge the children will have learnt in the lesson and will, depending on the planning, address what will be covered in the next lesson/topic again to strengthen links in knowledge and skills.

The different learning techniques may include, but not limited to:

- Using different kinds of questions to engage children and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- Opening discussions around topics so children can learn from their peers and learn how to hold conversations with others.
- Holding structured debates to expose children to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- Using assessments to test children's knowledge and consolidate learning; these can be through both informal and formal assessments (in English and maths).
- Role playing and acting to develop children's empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help children coordinate series of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all children and accommodate children of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for children who require additional help within their planning and organisation of lessons. Disadvantaged children and those with SEND and EAL will receive additional support where appropriate this may include dedicated time with support staff and the class teacher and access to specialist resources and equipment where required. Support staff will be deployed strategically within lessons. Children with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Classrooms will be organised so that children have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote Learning

Attendance at school is mandatory for all children; however, there may be circumstances where in person attendance is either not possible or contrary to government guidance.

The school's Remote Learning Policy sets out how education will be delivered if children cannot attend school in person for a considerable amount of time. If a child is off school for a short time e.g., for chicken pox, they will be directed to Oak Academy, TT Rockstars and Ed Shed

7. Subjects Covered

The school will have due regard to the national curriculum at all times throughout the academic year for children in Years 1 to 6 and for the 'Statutory Framework for the Early Years Foundation Stage' for our Reception children.

The school will ensure every pupil has access to the following subjects:

- English
- Maths
- Science
- Religious Education (SACRE)
- Personal, Social and Health Education (PSHE)
- Art and design
- Computing
- Design and technology (DT)
- Modern Foreign Languages (at KS2)
- Geography
- History
- Music
- Physical Education (including swimming in Year 4)

8. PSHE

At Highfields Primary School, we strive to prepare our children for the challenges they face emotionally, socially and physically in their everyday lives and in the future. We aim to provide structured opportunities throughout their school journey for our children to develop a good understanding of the world around them and to learn how to cooperate well with and respect others. We value the diverse society in which we live and promote an appreciation and understanding of this in our children. Our curriculum fosters independence of thought and respect for the views of others, which may be different to their own. Children leave Highfields Primary School well prepared for the next stage of their education, with the skills they need to operate as responsible, caring citizens who value the world they live in.

Throughout school, children follow a planned programme of themes which provides progression of skills in each successive year group. RSE teaching is incorporated into our PSHE long term planning, allowing for closely matched skills and content to be taught together. RSE is delivered in a manner that is wholly appropriate for the child's stage and age and follows the statutory requirements set out in the National Curriculum.

The examples given illustrate how each strand progresses throughout school as children grow and mature. Our curriculum aims to offer a broad and balanced range of learning opportunities, which will make children think and reflect on their own thoughts and behaviour and that of the people around them. Links to these themes are developed through key stage and whole school assemblies and are underpinned by everything we do at Highfields. For example, children's understanding of their rights and responsibilities, indeed of democracy, is strengthened by the election and work of our school council. Our Eco Council carries out projects that encourage the whole school to be mindful of caring for the environment by monitoring and building awareness of excessive energy use and the importance of recycling. Children take ownership of these initiatives and begin to see the difference that small changes can make to the wider world.

Throughout the school year, we have regular visitors that attend the school to enrich the PSHE curriculum such as, Loud Mouth Productions, the fire brigade, school nurses, road safety experts and Bike-Ability. Another example, in Year 5, as part of their PSHE first aid pathway, a qualified first aider visits the children and shows them how to perform basic life support including CPR. This example shows how we intend to prepare children for their life beyond Highfields and support children with their aspirations. Through our scheme of work, our children are given exciting opportunities to learn more about their world and to develop the skills and behaviours that they will need to lead happy and successful lives in an ever-changing world. Children show empathy and understanding towards each other and a strong sense of justice and fairness. They understand and can articulate how to stay safe in both the physical world and online. Our children look out for each other and we are extremely proud of the young people that progress from our school at the end of Year 6.

9. Reporting and Assessment

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be recorded on Insight and shared during termly Pupil Provision meetings. This professional discussion will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the Governors through the termly Headteachers Report. Schools have a statutory duty to prepare annual reports for parents before the end of the summer term. The report must start from the day after the last report was given and must cover each pupil's:

- Achievements
- General progress
- Attendance record

Reports for children at the end of Early Years Foundation Stage, (EYFSP), Key Stage and Key Stage 2 must also include the outcomes of national curriculum assessments and teacher assessment where relevant. We also include data for Year 1 (and 2) parents in regards to the Phonics Screening Check and for Year 4 parents, their child's score in the Multiplication Tables Check (MTC). This report will also detail, over the entire academic year, their child's progress and attainment in all areas of the curriculum.

WellComm is a speech and language toolkit used by early years and primary practitioners, to identify any speech and language difficulties quickly and easily, in early years and primary school children, so that

appropriate support can be provided. All children who are identified as new arrivals to the country, will be assessed using an EAL tracker and will receive immediate phonics provision.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

10. Equal Opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any child, teacher, Governor or volunteer, found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Single Equality Policy at all times when planning and implementing the curriculum.

11. Supporting Children with SEND

Children with SEND will;

- receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- will work with TAs in smaller groups when appropriate to work on topics covered in lesson to ensure they do not fall behind their peers.
- will not be discriminated against in any way and they will have full access to the curriculum.

The progress of children with SEND will be monitored by teachers and reported to the SENDCo. The SENDCo will work closely with teachers to help them break down any barriers children with SEND have to education.

12. Curriculum Enrichment

Highfields offers children a wide range of trips, residential, visitors and activities to enhance their academic learning, personal development and to fully enrich our Highfields curriculum.

Some extra-curricular trips and activities can occur outside school hours and in Years 4 and 6 children have an opportunity to attend residential stays at Boundless Outdoors Bell Heath and Plas Gwynant Outdoor Education Centre.

All children are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted, where practically possible so that all children can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Off Site & Out of Hours Educational Visits Policy.

13. Monitoring and Review

This policy is reviewed annually by the Headteacher and the Governing Body.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders via email.

The scheduled review date for this policy is September 2024.