



# Horndon-on-the-Hill Church of England Primary School

## Curriculum Policy

November 2021

**We are all part of God's family. Through trying our best in all we do, we find a sense of belonging.**

***1 Corinthians 12:27 - All of you together are Christ's body, and each of you is a part of it.***

***Respect, Honesty, Thoughtfulness, Courage, Responsibility***

*Signed*-----

*Chair of Governors*

*Date approved*-----*November 2021*-----

*Date to be reviewed*-----*November 2023*-----

**Equality, Equity, Democracy, Self-help, Self-Responsibility, Solidarity**

Horndon on the Hill Church of England Primary School is a partner in the Osborne Co-operative Academy Trust. We believe that all pupils in this community should be able to achieve their full potential through good and outstanding teaching and learning based on our Christian values and the values of the Co-operative Trust. All pupils, parents, staff and other stakeholders are therefore encouraged to contribute to the school as an autonomous learning community.

### **Introduction**

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 National Curriculum, but also a range of extra-curricular activities that the school organises in order to enrich the learning experience of the children. We are proud of our 'hidden curriculum', where the children are able to learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true and full potential.

### **Values and vision**

Our school curriculum is underpinned by the values of our school and those of the Trust. 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.

These values are intended to include every interaction in school life; everyone has a role in modelling, showing and sharing them. They also form the way in which we hope all our policies and procedures will be applied to situations as they arise.

### **Aims and objectives**

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 every child the basic skills of reading, writing and maths;
- 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;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum;
- to relate teaching and learning to the local area;
- to teach children to have an awareness of their own Christian and spiritual 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.

## **Organisation and planning**

We plan our curriculum in three phases.

We agree a long-term plan for each year group, based on the National Curriculum. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives to be taught in each half term. For some subjects, we have schemes of work to support this process. We aim to provide a cross-curricular approach to learning.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session; the success criteria and to identify what resources and differentiated activities we are going to use in the lesson. These are annotated and adapted as a result of the lesson taught.

In the Foundation Stage, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

## **Children with Special Educational Needs & Disabilities**

The curriculum at Horndon on the Hill Church of England Primary 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. Details of how the curriculum may be altered to meet the individual needs of children with Special Educational Needs and Disabilities can be found in our SEND policy.

## **The Foundation Stage**

The curriculum that we teach in the Reception class meets the requirements set out in the Statutory Framework for the Early Years 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. Details can also be found in our Early Years Foundation Stage policy.

### *Key skills*

The following skills have been deemed 'key skills' in the National Curriculum:

- communication;
- application of number;
- computing;
- working with others;
- improving own learning and performance;
- problem-solving.

In our curriculum we cover these areas in planning via: Communications, Language & English; Mathematical Development; Creative Development; Knowledge & Understanding of the World;

Personal, Social & Emotional Development and Physical Development, so that the child's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills.

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

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- develop a clear picture of the quality of teaching and learning in that subject via a range of monitoring strategies;
- support and offer advice to colleagues on issues related to the subject, including opportunities for CPD;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school provides subject leaders non-contact time, 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 the School Development Plan, to which each subject leader contributes.

Subject leaders are able to request inset allocation (which are considered by the SLT when drawing up inset timetable) in order to deliver their SDP/Action Plan. Monitoring and review 9.1 Our local governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.

We have named link governors for Curriculum and Special Educational Needs. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Head of School is responsible for ensuring the quality of the day to day organisation of the curriculum.

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. They scrutinise samples of workbooks across the key stages to ensure standards are being met and use Pupil Voice as a way of monitoring and gathering vital feedback. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.