

Horsted School



Curriculum Policy

Horsted school is a vibrant, safe and welcoming school where we celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare pupils for a happy and healthy life beyond primary school.

The shared vision of the Bluebell Federation is:

"We all flourish from a wealth of learning experiences that positively impact on our educational, physical and emotional success."

Our school value, which underpin our curriculum, is that our children will leave us with a genuine enthusiasm for learning and as

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

Aim and purpose

We aim to achieve this through our curriculum's rich web and in partnership with parents. The curriculum at Horsted is designed to provide an enjoyable, broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Horsted is an inclusive school. We strive to ensure that all children will be able to access the curriculum or make necessary modifications to it in order to achieve this.

Approved by:	Laura Packman	Date: 26/02/2025
Last reviewed on:	February 2025	
Next review due by:	February 2027	

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1. Curriculum aims

Our curriculum aims/intends to:

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1;
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning in Key Stage 3 and beyond;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- Support pupils' spiritual, moral, social and cultural development;
- Support pupils' physical development and responsibility for their own health, and enable them to be active;
- Promote a positive attitude towards learning;
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- Have a high academic/vocational/technical ambition for all pupils; and
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

These curriculum aims are underpinned by our values that children will be:

1. **Striving** (they will be determined, persevere and they will be resilient);
2. **Thoughtful** (They will be creative, logical and curious about their world and those around them);
3. **Ambitious** (personally, emotionally and academically);
4. **Resilient** (be motivated, be able to problem-solve and stay positive); and
5. **Supportive** (of themselves, others and their wider community) individuals.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) and the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) which all maintained schools in England must teach.

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](#).

3. Roles and responsibilities

3.1 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 monitoring decisions about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 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;
- 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; and
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

3.3.1 The Curriculum Leader

The curriculum leader has responsibility for the day to day organisation of the curriculum and to provide strategic direction for the curriculum as a whole. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, that all lessons have appropriate levels of challenge and are taught in a way that builds sequentially on knowledge and skills. The curriculum leader oversees the work of the middle leaders and subject leaders and works collaboratively with them to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Horsted's curriculum development.

3.3.2 The Middle Leaders

There are four Middle Leaders with an area of responsibility that is curriculum based. These are Science, Technology, Engineering and Maths (STEM); Humanities including French; Creative subjects including English; and wellbeing and PE. The Middle Leaders are responsible for working with their subject team. They complete monitoring of the subjects within their remit, feeding back to the senior leadership team; work collaboratively with subject leaders; monitor knowledge and skills progression maps and conduct pupil voice surveys.

3.3.3 The Subject Leaders

It is the role of each subject leader, the subject base middle leader (STEM, humanities, creative, PE/wellbeing) and the curriculum 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 and that progression is planned into schemes of work. Where appropriate, a team or pair of teachers will share responsibility for a subject area.

The curriculum leader, middle leaders and subject leaders, work collaboratively to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET, and policy development and update;
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject; and
- map coverage of the curriculum to long term plans

4. Organisation and planning

Our curriculum is designed to promote change in long-term memory so that children have to recall their previous learning. It is sequenced so that children have ongoing practice of key concepts or themes within subjects that are built on gradually.

The knowledge and skills that our children are expected to know at the end of each academic year are outlined in our knowledge and skills maps, although we acknowledge that some children may develop at their own pace and adaptations may need making on an individual basis.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. Through attitudes we promote in our teaching of all subjects, we aim to develop pupils' social, moral, spiritual and cultural understanding. We are aware of the ethnic diversity within our school and take account of this in our planning and teaching. Additionally, we teach the importance of healthy relationships in accordance with the statutory objectives outlined in [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school. Our RSHE scheme of learning draws upon the five core 'British Values': democracy, the rule of law, tolerance of different cultures and religions, mutual respect and individual liberty. Links to British Values will be made throughout the curriculum where appropriate.

Our pupils are provided with a range of learning experiences, dictated by the nature and content of the activity being undertaken. (e.g questioning, speculating, describing, explaining, predicting, direct teaching, handling artefacts, research, observing, visits etc).

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aids to support effective learning.
- Building on their skills, knowledge and understanding of the curriculum.
- Using the school curriculum plan to guide our teaching with clear learning objectives.
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Make effective use of time and insist on high standards of behaviour.
- Use Home-Learning effectively to reinforce and extend what is learned in school.

The curriculum can be delivered in a variety of ways. Classrooms are therefore organised in a way that allows the children to access necessary resources and equipment depending on the type of activity being undertaken. As children progress through Horsted, they are encouraged to take increasing responsibility for the choice and organisation of resources, thus reflecting their greater independence and maturity. At our school we aim to provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential by catering for those different learning styles.

Lessons are taught in a range of formats:

- Whole mixed ability classes
- Whole single year group classes
- Whole mixed year group classes
- Read Write Inc groups
- Mixed ability class groups
- Maths/English groups
- Ability groups
- Smaller Intervention groups

5. Inclusion

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

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.

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

Class teachers will make the necessary adaptations to lessons so that all pupils can access the curriculum. Class teachers, as part of quality first teaching practices, recognise that all pupils have different starting points. Class Teachers use

<https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Educational-Support/TESS/QFT-Checklist-Primary-Class-Strategies.pdf> to support them making choices about relevant adaptations.

They will:

- **provide opportunity for all pupils to experience success**, including by maintaining high expectations for all, balancing input of new content so that pupils master important concepts, and making effective use of teaching assistants
- **meet individual needs without creating unnecessary workload**, including making use of well-designed (existing) resources; planning to connect new content with pupils' existing knowledge or providing additional pre-teaching; building in additional practice; reframing questions to provide greater scaffolding; and considering carefully how to intervene within lessons with individuals and small groups rather than planning different lessons for different groups of pupils
- **group pupils effectively**, including by applying high expectations to all groups, changing groups regularly based on pupil starting points, and ensuring that any groups based on attainment are subject specific

Even with support, some children may not progress as is expected. They may have specific learning needs. If this is the case, the child's teacher, in discussion with the SENCO, and the child's parents, may conduct further investigations and seek support from outside agencies.

Further information can be found in our statement of equality information and objectives, and in our [SEN policy](#) and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Meetings with the Headteacher, curriculum leader, middle leaders and subject leaders as appropriate
- Discuss with pupils what they have been learning

- Tours of the school
- Ongoing reporting to Governors at LGB meetings.

The Senior Leadership Team monitor the way their subject is taught throughout the school by:

- Learning Walks
- Book scrutiny
- Focussed Deep Dive sessions into specific subjects
- Discussing what is being learnt in pupil voice sessions
- Analysing assessment Data

These monitoring activities are not only conducted by the senior leadership team but also by the middle leaders and subject leaders where appropriate.

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

7. Links with other policies

This policy links to the following policies and procedures:

- [EYFS policy](#)
- [RSHE policy](#)
- [Subject policies](#)
- [SEN policy](#) and information report