

**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.

Our vision for Horsted School is that our children will leave us with a genuine enthusiasm for learning and as

1. **S**triving (they will be determined, persevere and they will be resilient);
2. **T**houghtful (They will be creative, logical and curious about their world and those around them);
3. **A**spirational (personally, emotionally and academically);
4. **R**espectful (of themselves, others and their environment) and;
5. **S**upportive (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.

| Review date | September 2021 |
| --- | --- |
| Reviewed by | Laura Packman |
| Next Review | September 2023 |

Approved by

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**1 - Introduction**

At Horsted school, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2, the Statutory framework for the early years foundation stage 2021, the Medway agreed Syllabus for Religious Education 2018 and the Relationships Education, Relationships and sex Education and Health Education 2020 document. Our rigorous, well planned curriculum, combined with high quality teaching, ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the ‘hidden curriculum’, or what the children 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 cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning. Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this we encourage and promote a cross curricular approach in school. An understanding of basic skills and knowledge in all areas and that subjects intertwine is therefore required by everyone, in order for them to understand the world around them and achieve their own potential.

**2 - ENTITLEMENT**

**2.1. Knowledge:**

At Horsted School each year group plans together, during their PPA time and in an assembly time, to fully include all relevant subject knowledge. Where appropriate, subjects are taught through ‘topics’ although the children are made aware of what the main subject lesson is i.e. a Geographical focus when learning about World Trade. Many areas of the curriculum have the ability to merge together and form a theme. Children are taught relevant skills and knowledge from other subjects - in a cross-curricular way. English and maths skills are encouraged to be used at all times. Where subjects do not fit within a cross-curricular theme, they will be taught discretely.

**STARS**

Our vision for Horsted School is that our children will leave us with a genuine enthusiasm for learning and as

1. **S**triving (they will be determined, persevere and they will be resilient);
2. **T**houghtful (They will be creative, logical and curious about their world and those around them);
3. **A**spirational (personally, emotionally and academically);
4. **R**espectful (of themselves, others and their environment) and;
5. **S**upportive (of themselves, others and their wider community) individuals.

**Effective Learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different forms of emotional intelligence when planning teaching and learning styles in order that pupils learn to:

∙ Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.

∙ Show maximum engagement, concentration, application and productivity.

∙ Develop skills and capacity to work independently and collaboratively.

We offer opportunities for children to learn in different ways that may involve the use of varied seating arrangements. The learning styles used include:

∙ Independent work;

∙ Paired work;

∙ Group work;

∙ Whole-class work;

∙ Investigation and problem solving;

∙ Independent and group research;

∙ Asking and answering questions;

∙ Debates, role-plays and oral presentations;

∙ Watching and responding to live drama and musical presentations;

∙ Creative activities;

∙ Designing and making things;

∙ Use of the I.C.T;

∙ Use of games;

∙ Outdoor work and visits to places of educational interest;

∙ Use of audio-visual resources; and

∙ Participation in athletic or physical activity.

**2.2. Equal Opportunities:**

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children’s progress in the foundation subjects through the provision of a balanced curriculum – striving to meet basic skills levels for all in English and Maths. Horsted School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

**2.3. Gender:**

Boys and girls have equal access to the curriculum.

**2.4. Able, Gifted and Talented:**

Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks, we enable them to tackle more complex issues and understand more difficult concepts for example.

**2.5. Special Education Needs:**

Pupils with Special Educational Needs are supported to help them succeed in all areas of the curriculum. Staff support less able children, and liaise with the Special Needs Co-ordinator when they are concerned about a child’s progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of sensory or physical difficulties the school will endeavour to provide special appropriate apparatus.

**2.6. Resources:**

Pupils have access to the necessary resources to undertake a variety of activities and facilitate the teaching of the whole curriculum.

**3. POLICY INTO PRACTICE**

**3.1. Scheme of Work:**

At Horsted Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 the Statutory framework for the early years foundation stage 2021, the Medway agreed Syllabus for Religious Education 2018 and the Relationships Education, Relationships and sex Education and Health Education 2020 document. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children’s interests.

In KS1 and KS2, our curriculum is all planned on a yearly cycle with an emphasis placed on ‘wow’ experiences, cross curricular links and learning supported by quality texts and other quality experiences. Staff hold curriculum ‘wow’ days that celebrate and enlighten the children in a creative way at the beginning of their topic. Enrichment days, visiting experts and trips are used to bring the curriculum to life.

To engender the best outcomes for our children, we draw on guidance from numerous subject associations and use/adapt their schemes of work to the benefit of our pupils. We use guidance from the Historical Association, Geographical Association, the Royal Geographical Society and the PSHE association.

**3.2. Social, Moral, Spiritual and Cultural Issues:**

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 the 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 will take account of this in our planning and teaching.

**3.3. British Values and RSHE**

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 5 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.

**3.4. Environmental Education:**

The children at Horsted are encouraged to develop an awareness of the environment through direct experience as well as secondary sources. We aim to stimulate their knowledge of how and why we need to maintain, protect and improve the quality of the environment. Pupils are encouraged to participate in a range of tasks and activities inside and outside the classroom and to make use of the wide variety of possibilities our school site offers.

**4. TEACHING METHODS**

**4.1. Classroom Organisation:**

The curriculum can be delivered in a variety of ways. Classrooms therefore should be 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.

**4.2. Grouping of Children:**

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

**4.3. Homework:**

In EYFS, children are given weekly phonics based activities alongside high frequency/tricky word cards. Children are expected to read at least three times over the week.

In KS1 weekly spellings are set with tests completed in school. Children are expected to read at least three times over the week. In Year 2 children are set 10 multiplication games to play on Times Table Rockstars. The children receive a weekly homework book to complete which includes, handwriting practice, reading skills, English skills (SPaG) and mental maths questions.

In KS2, spellings are sent out weekly with tests completed after children have had adequate time to learn them. Children are expected to read for 15 minutes three times a week and complete 10 games on their times table Rockstar account. Children receive compulsory written English and Maths homework weekly. The opportunity to complete home learning is given at break times for those children who do not complete their homework at home. There are opportunities for pupils to attend weekly ‘homework’ clubs in KS2.

**4.4. Nature of Experience:**

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.

**4.5. Teaching Styles:**

The makeup of each lesson follows the guidelines and content set out in the 2014 National Curriculum. Typically lessons include thinking/introduction time, a main teaching activity and a plenary. We aim to make our lessons fun and exciting, using as many different teaching styles as possible, including visual, audio and kinaesthetic methods as well as closed/open questions, discussion, debate, illustrations, labelling, ordering, identification, written work, recording observations, designing, individual/group investigations, audio/visual equipment, role play and drama. The learning objectives and success criteria are introduced to the whole class through the use of stimulating and varied starting points.

Assessment for Learning is used in all classrooms as an assessment tool for teachers and for the children to take control of their learning.

**4.6. Use of I.C.T:**

I.C.T. is incorporated in the curriculum in a variety of ways:

∙ All classrooms are equipped with an IWB to stimulate children’s learning

∙ Software is available in every classroom for use on the laptop in each room.

∙ Software is available on laptops and tablets

∙ Classes can book the computing suite, when it is not being used in computing lessons, to aid and supplement other curriculum subjects.

**4.7. Links with other subjects:**

All subjects are linked – when appropriate. An over-arching theme for a term allows for cross curricular links and the content is informed with reference to the National Curriculum and with guidance from various subject association advisory boards. An enquiry-based approach is encouraged that covers a range of skills, relevant knowledge and the local area.

If it is not appropriate to link a subject into the topic, for example, if the pupils’ topic is Ancient Egyptians and their science is electricity, we say that science is being taught discretely i.e. outside of topic-based lessons.

We avoid ‘blocking’ lessons wherever appropriate in order to help develop learning in the long-term memory although in some cases it may be necessary to do this. This is at the discretion of the class teacher.

**4.8. Resources:**

Teaching resources are kept in curriculum cupboards throughout the school. These are to be used when required and returned afterwards. They are audited regularly and consumable resources are replaced when needed.

**4.9. Safety:**

At all times the safety of the children in the class is paramount. We aim to teach and learn in as safe an environment as possible. Health and Safety guidelines are followed at all times and where necessary the relevant risk assessments are completed. Pupils work in a healthy and safe conscious environment.

∙ We ensure that all tasks that the children undertake are safe and identify risks in the plans.

∙ Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we consult the Head teacher and complete a risk assessment form.

∙ Risk assessments are shared with both participating staff and pupils.

∙ Parental permission for educational visits is always sought.

**5. ASSESSMENT**

**5.1. Purpose:**

Assessment and record keeping is the means by which our pupils’ attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupils’ progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities. Assessment information is completed termly by staff on Target Tracker to show attainment against the 2014 National Curriculum descriptors for:

• Maths

• English (Reading and Writing)

Each child’s performance in the curriculum will be assessed by the teacher using ongoing formative assessment. Formative assessment is ongoing assessment used to monitor student learning in order to provide feedback that can be used to improve teaching and learning outcomes. Teachers record learning outcomes in a termly assessment book and summative assessments are recorded. Summative assessments indicate if the teacher thinks the child is working towards the expected level, at the expected level or at greater depth based on a Horsted agreed baseline for individual subjects.

RE and PSHE/RSE is assessed formatively without summative judgement because, at Horsted, we do not believe the pupils’ moral development can be judged summatively.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements. The aim is for pupils to reach a good level of development (GLD)

**5.2. Methods:**

Formative assessments take many different forms and are reflected in the pupil’s books/work in the detailed marking and provision of constructive feedback. Feedback follows the school’s policy and identifies areas for children to improve by giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessment is also used to inform future planning and teaching and takes place in many ways including:

• 3 formal tests are conducted linked to the maths curriculum throughout the year and 2 reading comprehension and grammar, punctuation and spelling tests are completed

• The results of this assessment (along with teacher assessment) are used to determine if children are in the correct ability groups and if they are working at age related expectations.

**5.3. Reporting Procedure:**

Children’s progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child’s progress.

**6. CURRICULUM MONITORING, REVIEW, EVALUATION AND REVISION**

**6.1. The role of the Subject Leaders**

It is the role of each subject leader 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 or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leaders and the curriculum leader is 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;

∙ monitor and evaluate teacher’s planning and teaching;

∙ 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

**6.2. The Role of the Curriculum Leader**

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the 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.

**Addendum - Covid Catch-up for September 2021 onwards**

We have used the research from the Education Endowment Fund as a basis for helping children to catch up as a result of lost learning caused by the COVID-19 outbreak.

They have said that catch up should focus on three main aspects

| Teaching and whole school strategies | − Supporting great teaching  − Pupil assessment and feedback  − Transition support |
| --- | --- |
| Targeted approaches | − One to one and small group tuition  − Intervention programmes  − Extended school time |
| Wider strategies | − Supporting parent and carers  − Access to technology  − Summer support |

1. Teaching and whole school strategies
   1. Teachers will provide a list of gaps in learning and areas of weakness to following teachers as part of transition meetings in order to support smooth transition between year groups. They will also provide information about the interventions that have been undertaken throughout the year.
   2. As part of ‘pupil assessment and feedback’, we will hold regular meetings between the curriculum lead and year groups to ascertain which aspects of the curriculum need modifying on a termly basis. Records of the amendments will be kept for future awareness as pupils move through the year.
2. Targeted approaches
   1. The school will employ a number of NTP tutors to support COVID catch up. We believe that many pupils have been disadvantaged from lockdown and tutoring will be made available to pupils of all grouping who we feel will benefit from it. Tutors will make initial contact with class teachers and discuss the areas of tutoring in more detail identifying the specific areas of the curriculum that will be taught. This can be used either to re-teach some of the curriculum that the child may need support on or to pre-teach an area of the curriculum that they believe a child might find difficult. It is the expectation that tutor and teacher will work together closely.
   2. Intervention sessions will be run by TAs and will start with a start and end point. TAs will assess the pupils at their mid-point to ascertain strengths and further areas of development.
3. Wider strategies
   1. Parents will be welcome back on site as of September 2021. Workshop sessions will be offered to parents about the best ways that they can support their children at home. Homework clubs will also begin again.
   2. Whilst the EEF states summer support, we will consider any holiday longer than 1 week as an opportunity for catch up if needs have been identified. Teachers and TAs may choose to offer ongoing support during 1 week of the term holidays.