

# Hall Orchard Barrow C of E Primary School (Academy)

## Curriculum Policy

### Introduction

At Hall Orchard CE Primary School, we offer a curriculum which is broad and balanced and builds on the knowledge, understanding and skills of all children, whatever their starting points. The curriculum incorporates the statutory requirements of the National Curriculum but also takes into account the needs and interests of our pupils, enabling them to grow emotionally, socially and academically.

### Beliefs and Values

Our beliefs and values are engrained within everything we do at Hall Orchard CE Primary School. They drive the direction of our school and are at the heart of what we do to improve educational outcomes for children. Our school is a caring family where everyone is valued and encouraged to achieve their potential as well as to have respect for God and His world.

Our core values incorporate the 15 Christian Values and are as follows:

- **Community** (Creation, Koinonia, Peace, Service)
- **Friendship** (Friendship, Compassion, Forgiveness, Justice, Thankfulness, Trust)
- **Respect** (Humility, Justice, Reverence)
- **Resilience** (Endurance, Wisdom)
- **Aspiration** (Hope)

### Vision Statement

For our children to be confident, ambitious learners who demonstrate the personal values and skills necessary to make a positive contribution to the global community. To be an excellent school where all children achieve their best.

### Curriculum Aims

Hall Orchard CE Primary School is a 3-form entry school set in a large village in Leicestershire. Our school falls into the second quintile for deprivation, free school meals and SEND pupils. We are a Voluntary Controlled school and we fully embrace Christian values which underpin our school values. The village in which the school is located is very mono-cultural with 91% of our pupils identifying as White British. However, our local community includes Loughborough and Leicester which are very diverse. The majority of our pupils come from very supportive families but can often lack resilience, self-reliance, and an experience of risk-taking and negotiation.

We want our pupils to leave Hall Orchard having achieved their best and to be ambitious learners who demonstrate the personal values and skills necessary to make a positive contribution to our global community. Consequently, our curriculum aims are as follows:

- To promote a love of reading to enable pupils to access a full and broad curriculum.
- To ensure high standards of achievement for all pupils across the curriculum, particularly in Reading, Writing and Maths so that pupils have the best opportunity to be successful and fulfilled citizens.
- To create a love of learning, equipping pupils with the skills and ambition to lead successful and fulfilled lives.
- To provide children with a rich and varied curriculum so that every child has the opportunity to discover their own abilities and talents, broadening their life and career opportunities.

- To provide pupils with the ability to communicate effectively through high levels of oracy and an extensive vocabulary.
- To develop pupils' understanding of British values, celebrate diversity and provide pupils with the necessary skills and characteristics to be successful adults and make a positive contribution to society.
- To promote digital literacy to equip our pupils with the skills to embrace new technology.

### **Curriculum content**

Our approach to curriculum design recognises the benefits of a focus on subject specific content coupled with a flexible, thematic approach.

The delivery of our curriculum is based on our key principles:

- We teach with a mastery approach, differentiating effectively for pupils of all abilities, and setting high levels of challenge to stretch the most able pupils.
- We ensure there is a strong emphasis on oracy, reading, writing and mathematical development.
- Units of work take an enquiry-based approach where pupils are encouraged to consider a 'big question' and work towards answering this question at each unit's end point.
- Sequences of learning build on prior knowledge, developing further knowledge and understanding, with a clear emphasis on vocabulary.
- High quality feedback stemming from clear learning objectives, success criteria and effective questioning.
- Active learning, 'wow' introductions to units and an emphasis on talk enrich curriculum experiences.
- Teaching and Learning embraces and cements our school values and characteristics of effective learning (LORIC).

We plan our curriculum in three phases. We agree a long-term plan for each year group, ensuring that there is adequate coverage of the subjects. This indicates what topics are to be taught throughout the academic year. We review our long-term plan on an annual basis. Curriculum maps for each subject clearly explain the design, delivery and assessment for all subjects within our curriculum and our Early Years Foundation Stage.

Within our medium-term plans, learning sequences are provided, giving clear guidance on the objectives and activities to support each unit. All units follow the requirements of the National Curriculum and consider the prior learning that has taken place. Sequences of work are coherent and incremental, building on concepts, knowledge and skills in line with our subject progress ladders. Learning sequences include vocabulary checks and a Knowledge Harvest to support retrieval and enable pupils to learn and remember more.

Our 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, the assessment opportunities and to identify what resources and activities we are going to use in the lesson.

### **Enrichment**

Active learning and talk-for-learning is at the centre of our provision. Our curriculum is extended further by a variety of enrichment activities including:

- 'Wow' introductions
- Themed days and weeks
- Day and residential trips
- Cultural experiences and visiting speakers
- Forest Schools
- Out of school events

- After school clubs

### **Assessment**

All subject areas are assessed against clear assessment milestones, stemming from subject progress ladders. These are set out in each curriculum map and teachers use a wide range of measures to make their judgements.

### **Parental Engagement**

Parents and carers play a vital role in the development and education of their children. They have a primary influence on their child's attitudes towards school and their learning. They care about their children and want to be involved.

At Hall Orchard CE Primary School all parents and carers are equally valued as part of our school community. Our children benefit the most when there is a strong relationship between home and school. We are fully committed to creating an open relationship with all parents and carers to ensure that we meet the needs of all of our children and provide support for their families. We involve our parents in their children's learning in a variety of ways, including:

- Parents' Evening
- Pupil reports
- Parent information evenings
- Parent workshops
- A parental engagement activity in each IPC unit of work
- Parent questionnaires
- Parent volunteers

### **Children with Special Needs**

The curriculum in our school 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.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Education, Health and Care Plan, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides learning plans for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### **The Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Practice Guidance. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. The areas covered are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Reading

- Writing
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our school fully supports the principle that young children learn through play, by engaging in well-planned structured activities and through initiating their own play-based learning. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We work closely with our pre-school provision and do all we can to build positive partnerships with nurseries and other pre-school providers in the area.

During the children's first term in the reception class, their teacher makes a baseline assessment using the Foundation Stage Profile to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **The Role of the Subject Leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up-to-date with developments in their subject, at both national and local level. Each subject leader reviews the standards obtained within their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for.

### **Monitoring and Review**

The Curriculum Committee of our governing body is responsible for setting the strategic vision for our curriculum and monitoring the standards achieved across the curriculum.

The curriculum leader is responsible for the day to day organisation of the curriculum and the analysis of outcomes to ensure that pupils work across the curriculum is consistently of a high standard. The curriculum leader, in partnership with the Headteacher, monitors the quality of teaching and learning, ensuring that all classes are taught the full requirements of the National Curriculum and there is a consistent approach in line with the school's curriculum aims and principles. Effective monitoring drives whole school priorities and leads to high standards and outcomes.

Subject leaders monitor the way their subject is taught throughout the school to ensure that the work given to pupils, over time and across the school, consistently matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge and skills. They also have responsibility for monitoring the way in which resources are stored and managed.