

Honeybourne Primary Academy



Turning Potential
into Success

Curriculum Policy

This policy is reviewed at least annually by the Governing Body	
Co-Ordinator	E Huntington
Reviewed	Jan 20
Review Date	Jan 21
Governor Link	Curriculum Committee

The governors and teachers at Honeybourne Primary Academy aim to create a secure and caring environment in which children can experience success and fulfill their potential. The values of personal, social and moral development are taught within a broad and balanced curriculum.

All areas of the curriculum are planned by the teaching staff in conjunction with the Headteacher. Each area is continually evaluated and developed in accordance with the requirements of the National Curriculum and Foundation Stage Curriculum. Many aspects of the curriculum are taught through a thematic, cross-curricular approach. This enables children to acquire skills, knowledge and concepts in an integrated way and have real contexts in which to use and practice them.

Working along National guidelines, our Curriculum aims to:

1. Give pupils **rich firsthand experiences** (providing a **REAL** purpose, develop life skills, give a context and link to the wider world).
2. Build **self-esteem** (give support to the vulnerable pupils value their opinions, support risk taking and trying out new ideas).
3. Provide **opportunities** for pupils to: **speak out, develop and give opinions, gain confidence, take risks and rehearse before being given 'the stage'** (whether that be a spoken or written activity)
4. **Be honest** with the children and their parents (and staff with each other) - let them know regularly what they have done well, **what they are good at and what they need to improve on.**
5. **Personalise learning** that is flexible, to suit the children's interests, backgrounds etc and therefore ensure they engaged, develop a good attitude to learning and are able to make good choices.
6. Having (and communicating) **high expectations**: model - investigations and enquiry skills in all subjects (not just maths and science) and thinking out loud.
7. Provide a **broad and balanced curriculum** that details a clear **progression** in terms of subject knowledge and skills.

The values and purpose of our curriculum states we should:

- ✓ Develop the whole person - knowledge, skills, understanding, values and attributes
 - ✓ Be forward looking and plan for the changing needs of our children and future citizens
 - ✓ Encourage the use of the environment and expertise beyond the classroom
 - ✓ Make meaningful links between areas of knowledge, across the curriculum and the major issues of our time
 - ✓ Have a local, national and international dimension
 - ✓ Embed the principles of sustainability
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- Foster a love of learning and nurture good attitudes to learning and achievement.
 - Ensure our children achieve success and know what their next steps are.
 - Provide continuity and progression both within our school and between phases of

education.

- Create a close partnership between the child, parent, teacher and community;
- Develop flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Encourage children to approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group.
- Encourage all to demonstrate a caring, respectful attitude towards each other within the community,
- Encourage the tolerance of opinions and beliefs

School and the National Curriculum

Our curriculum, we believe responds to the changing demands of the outside world. Therefore, it develops lively enquiring minds and enthusiasm for the learning process, which will prepare our children for their future.

We treat all children equally and fairly. We cater for all learning needs and styles by differentiating our curriculum and provide a wide range of opportunities for children to achieve their potential.

Our youngest children will follow the Early Years Foundation Stage Curriculum and in the Nursery, Development Matters (2 to 5 year olds), which states learning Stepping Stones and Early Learning Goals. This is followed nationally in early years settings throughout the country. Children up to the age of 7 follow learning programmes in Key Stage 1, of the National Curriculum. They are assessed in the year in which they become 7. From the age of 7 the children continue their studies at the level of Key Stage 2 which progresses until they are 11, when they are assessed using nationally provided tasks and tests during the summer term.

Our school curriculum is made up of several documents, which are used by staff to tailor their teaching plans each term, to suit the children in their classes:

- The National Curriculum
- Honeybourne's Basic Skills List
- Essential activities to do before leaving Honeybourne
- Assessment criteria - For each year group, for each subject
- The school's individual subject policies
- The PSHCE policy

Parents receive a comprehensive annual written report at the end of the Summer term, as well as verbal reports during the year, and have an opportunity to discuss individual targets at Parents' Consultation meetings in the Autumn and Spring Terms, with summary notes available. Copies of the National Curriculum documents and school policies are available for parents to browse.

Curriculum Planning

Long term planning

The Curriculum Framework provides teachers with an overview of what is taught throughout the school and identifies consistency of teaching. We have Curriculum Maps for all subjects and year groups and these maps identify the progression of learning throughout the school.

Medium term planning

Staff plan termly or half termly topics of work, to identify learning objectives that link to the National Curriculum and the school's Curriculum Framework. They organise Schemes of Work to indicate: learning objectives, success criteria, learning experiences, resources, differentiation, learning styles and assessment opportunities. The MTP's become part of the Long-Term Planning documents.

Short term planning

Teachers plan and organise their teaching on a weekly basis, in line with our Learning and Teaching policies and these will vary from class to class. The Medium-Term Plan will feed into the short-term plans which will, by necessity, be tailored weekly to suit the learning needs of the children and will give detailed notes for the teaching of English and Mathematics.

Teaching Approaches

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning experiences that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents. Reference is made to multicultural issues, equal opportunities and gender equality in the relevant policies.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life. A team of teaching assistants is employed to work alongside the teachers to provide access and support as necessary and frequently run intervention programmes as required.

Curriculum Hours

The time to teach and access the school curriculum excluding the daily collective worship and registration are: 23 hours per week.

Staff have the flexibility to teach some subjects in some weeks, or terms, and not in others, provided that the full programme of study is covered during the key stage.

These subjects might be organised on a topic basis and taught in blocks:

History, Art and design, Music, Design and technology (D&T), Geography, Religious education (RE)

Staff Roles and Responsibilities

Staff have responsibility to at least one curriculum area to implement policy, monitor developments and assist in the planning of the curriculum across the school. The Head teacher and senior staff will monitor the whole curriculum across the key stages for consistency.

Monitoring and Evaluation

Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements of the Education Reform Act 1988, the revised National Curriculum 2014, and the changing needs of the school. The review of all curriculum areas will take place within a three-year period as laid out in the School's Strategic Development Plan. The coverage of the National Curriculum is organised within continuous, blocked and linked units of work. This gives a brief indication of what is taught within each curriculum area and makes cross curricular links to topics. We have developed Curriculum Maps and Schemes of Work based on year group planning, for each area of the curriculum. These are located on the school network system and are reviewed termly. These are also now subject to change and are not automatically taught in the same order/place as the previous year. Topics are tailored each term to meet the learning needs of the children, following assessment.

In order to address the issues of consistency, continuity in terms of content, assessment and record keeping we use a range of strategies. These include:

- Joint planning
- Annual Curriculum Review of content and skills.
- Monitoring conducted through focused classroom visits by the HT and Subject Leaders. This consists of lesson observations, planning scrutinies, work trawls, discussions with pupils and, where relevant, data analysis.
- Governors are regularly invited to participate in observing the prioritised curriculum areas in order to make 'Curriculum Committee' evaluations of our success.