



Hatherley
INFANT SCHOOL

Curriculum Policy

Agreed: September 2019

Review: September 2020

Next Review date: September 2021

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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Rationale

We have a duty to ensure compliance with the National Curriculum and with the application of the programmes of study and attainment targets. We use the flexibility in the National Curriculum to meet the needs and talents of the pupils in this school.

We are aware that by providing the National Curriculum we are satisfying the requirements of a broad and balanced curriculum.

We believe we give all our children full access to National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

The intent of our curriculum

We believe in nurturing and educating the whole child and providing children with skills, knowledge and attitudes to succeed in life, whatever their starting point. Equity lies at the core of everything we believe and do, with children's needs and interests at the heart of our curriculum.

Many children have limited language skills on entry. Developing the ability to express themselves fluently, coherently and grammatically in speech is a priority as this impacts on every other area of learning.

We will support children to become confident, resilient and independent learners.

We are designing our curriculum so that all Hatherley Infant and Nursery children:

- Have the knowledge and skills to keep themselves **healthy and safe**
- **Belong** to our school, our diverse local community, our City of Gloucester, our country and the world
- **Love learning**, are curious and keen to explore the world around them
- Have academic **ambition** and are aspirational for their futures
- Have the skills and confidence to **communicate effectively**
- Think creatively to **solve problems** and **challenge themselves** to become successful learners
- Grow into responsible, outward looking **global citizens**
- Have the knowledge, skills and emotional wellbeing to lead **happy lives**

We work hard to ensure that all children, whatever their background, receive the education they deserve; an education that sets them up to succeed. We believe in a curriculum that is coherent and well implemented.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give pupils opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage pupils to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

We agree with Amanda Spielman (Ofsted Chief Inspector) who states... 'there needs to be no conflict between teaching a broad, rich curriculum and achieving success in exams. A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned'.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life in democratic Britain.

We see the development of English, Mathematics and Science as central to our curriculum work, balanced with the humanities and expressive arts. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities.

We strive to provide a curriculum that all pupils will find enjoyable and builds relevant connections on their prior learning. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated learning based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

We ensure teachers:

- 'have good knowledge of the subject(s) and courses they teach;
- have effective support for those teaching outside their main areas of expertise;
- present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
- check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, intervening without unnecessarily elaborate or differentiated approaches;
- design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
- use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
- create an environment that allows the learner to focus on learning;
- develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
- use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

Responsibilities

The Governors

The governing body 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
- That there is sufficient teaching time 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 and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

- It participates and supports the school in monitoring provision.

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 carry out its role of challenge and support.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.
- That staff are supported in the delivery of the curriculum through high quality CPD.

Role of the Subject Leader

There will be a subject leader for each curriculum subject who will:

- ensure full coverage of the National Curriculum;
- lead the development of their subject area throughout the school, ensuring the curriculum in their subject is ambitious and designed to give all learners the cultural capital they need to succeed in life (curriculum intent);
- ensure the curriculum is coherently planned, sequenced and cumulatively provides sufficient knowledge and skills for future learning (Curriculum intent)
- monitor medium and short term planning;
- monitor teaching and learning to ensure implementation of the curriculum intent;
- review progress of their curriculum subject and reports this to the Headteacher and other members of staff;
- have in place a subject action plan;
- undertake an annual audit of resources;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;

Staff

Teachers will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise.

Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught for all subjects over the year
- provides objectives and maps progression for each subject area in each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections using the agreed proforma
- is more detailed and the objectives are more specific in nature

- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term
- ensures references to prior learning, reading opportunities, key vocabulary and connections.

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives (powerpoints are also used)
- sets individual learning goals for pupils

- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximise learning opportunities by encouraging and developing parental involvement;
- plan lessons which are interactive, engaging, of a good pace and follow agreed lesson structure;
- provide an environment that is fun, stimulating and challenging to all pupils;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will deepen learning;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Pupils

Children will:

- learn to take pride in their work;
- produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- treat others, their work and equipment with respect;
- use learning gems to help develop positive learning behaviours;
- be encouraged to develop a growth mindset and good attitudes to learning.

Parents

Parents/carers will:

- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed termly of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
 - parents evenings and/or structured conversations
 - open mornings (sharing work termly and curriculum mornings)
 - Assemblies and plays
 - fundraising and social events
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- support the school 'Better Together' Policy and ethos

National Curriculum Subjects 2014

Phase KS1	Core			Foundation						
	Eng.	Mathematics	Science	Art & Design	Computing	Design & Technology	Geography	History	Music	P.E.

Time Allocations

Phase	English	Mathematics	Science
KS1 (21 hour week)	24-36%	18%	7%

Linked Policies

▪ English	▪ Design and Technology
▪ Maths	▪ Geography
▪ Science	▪ History
▪ Art and Design	▪ Music
▪ Computing	▪ PE
▪ Handwriting	▪ PSHE
▪ EYFS Policy for EYFS Curriculum	▪