



Curriculum Policy

January 2018

Introduction

Hornton Primary School is committed to providing a personalised curriculum with the individual pupil at the heart of everything we do. We aim to provide a broad and balanced, enriched and extended curriculum tailored to individual needs.

Our curriculum comprises all the learning and other experiences that we plan to meet the needs and interest of our pupils. It is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. Our aim, to deliver a dynamic and innovative curriculum that challenges, excites and inspires children to become successful and confident learners and achieve their best, is the main driving force behind how we design and deliver our curriculum.

The school's curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

A central aim of our curriculum is to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; and to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, pupils are helped to:

- Gain a joy and commitment to learning that will last a lifetime
- Develop the essential literacy and numeracy skills they need to learn
- Develop the attitudes, understanding and skills to become successful, independent learners
- Foster their creativity
- Develop lively enquiring minds
- Develop personal values, qualities and attitudes and be respectful other people and their views and opinions
- Develop appreciation and concern for the environment
- Work co-operatively with others
- Work toward achieving their potential

We have a strong commitment to outdoor learning and environmentally-based work. Through their investigations of the environment, pupils acquire first-hand knowledge and develop skills across the

curriculum. The core and foundation subjects of the National Curriculum, along with cross-curricular themes such as environmental and economic awareness, are thus integrated into a coherent whole.

Principles

We strive for consistency across the school and within year groups, with agreed approaches using a range of teaching and learning strategies and styles which develop resilience and independence. At Hornton Primary School, we believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults.

We are developing our thematic, enquiry-led curriculum with a focus on the development of key skills, in all subjects. We are also developing linked learning opportunities, thinking opportunities and sustained learning opportunities in a variety of learning environments that encourage links with writing and language development, and making connections between learning experiences which will equip our learners well for future fulfilment and success. We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, enquiry-led approach, the professionalism of our staff and educational best practice to inform our decisions.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Social, Moral, Spiritual and Cultural Development (SMSC) underpins much of the learning and curriculum. Accordingly, Hornton Primary School provides an educational environment which is caring, friendly, well-structured, positive, and academically challenging for all pupils.

Our Vision

We want to create a legacy for generations to come through an enabling and inclusive approach to education. We will be the benchmark for excellence across the Warriner MAT. We will be a proud and passionate community who live the core values of Humility, Perseverance and Self-Belief, preparing students to thrive for the rest of their life.

Hornton Primary School will be a centre:

- For learning where excellence is pursued with rigour, consistency and enthusiasm.
- Where individuals are valued and helped to achieve their personal best.
- Where effective partnerships secure the success of the school.

Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

At Hornton Primary School our core values are:-

- Humility – Humility is about us being humble enough to know that we can always improve what we do. We must never be too big to do the small things that need to be done; we must always remember to ‘sweep the sheds’.
- Perseverance – We know that even when learning becomes really hard and challenges us, we must keep going. By finding alternative solutions to problems that seem huge and by working together, we build character and develop a sense of ‘whanau’; extended family. We must always find ways of incrementally getting better; to focus on continual improvement because ‘Champions Do Extra’.
- Self-Belief – We must believe in ourselves and believe that we can be successful in whatever we put our minds too. We must always keep a ‘blue head’; the optimal state in which we are always on task and performing to the best of our abilities.

Hallmarks of Hornton Primary School’s Curriculum

- Underpinned by aims, values and purpose
- Develops the whole person - knowledge, skills, understanding and attitudes
- Broad, balanced and has clear progression in subject knowledge and skills
- Filled with rich first-hand purposeful experiences
- Flexible and responsive to individual needs and interests
- Embeds the principle of sustainability
- Eye on the future and the needs of future citizens
- Encourages the use of environments and expertise beyond the classroom
- Makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
- Has a local, national and international dimension

Curriculum Planning

We plan our curriculum in three phases, on a two-yearly rolling programme within each phase – KS1, Lower KS2 (Years 3&4) and Upper Key Stage 2 (Year 5 & 6). We evaluate and review our long-term framework on an annual basis at the end of the summer term and make changes if necessary. Through our comprehensive medium- term plans we give clear and detailed guidance on the objectives, activities and learning outcomes for each topic or subject. Our short-term plans are those that our teachers write on a weekly or daily basis for English or Maths. We use these to set out the learning objectives for each session, and to identify what resources and activities are going to be used in the lesson. Planning is systematic; learning shows links where relevant and teachers understand expectations and high challenge through CPD

In the Early Years Foundation Stage, we adopt an inter-disciplinary individual approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and Early Learning Goals which is tailored to the

needs of each individual child. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

Curriculum Organisation

Our curriculum is planned in Topics. They are chosen to capture the interests and imaginations of our children and are linked to high quality children's literature. Each Key Stage within school chooses its' own topics with some topics lasting more than one term. Skills based learning is developed by linking subjects such as English, history, geography, art, design technology and music to the topic being studied. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, maths, science and computing where relevant. PE, RE and mathematics are often taught as discreet subjects to allow coverage of the main objectives and age appropriate skill development.

Educational Visits

School trips and visits are an integral part of the education of children at Hornton Primary School. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 5 and 6 have the opportunity to take part in a residential visit. This is planned to provide new and exciting experiences. Our young people take part in a challenge week at Kilvrough in South Wales where they experience orienteering, rock climbing, abseiling, caving, various team building games and lots more.

Visitors into School

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

PE & Sport Provision

As a school we pride ourselves on the quality of our PE & Sport provision. We employ a full time Associate Teacher who delivers high quality instruction during PE lessons; runs sporting activities at lunchtimes; and promotes increased pupil participation in PE & Sport beyond the school day. Each of our Years 3 & 4 classes benefit from a term of swimming lessons annually.

Creative Arts

Hornton Primary School provides opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Children in Years 3&4 benefit from specialist music lessons each week where they learn the either the violin or cello. Through active listening, pupils' awareness, understanding and

appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents, for example our musicians perform three times a year at our 'school concerts'.

As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways including story-telling, and throughout our skills based English sessions. Children have opportunity to apply and develop their skills through rehearsal and performance culminating in Year 5 and 6 taking part in the annual Shakespeare Schools Festival.

Subject Leaders

Each Subject Leader checks each year group's Long Term Plan against the National Curriculum for coverage in their subject area. If there are gaps, the relevant year group's teachers plus the Curriculum Co-ordinator are informed to ensure comprehensive coverage.

The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Lead sustainable improvement through supporting colleagues and others.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Have an awareness of the schemes of work for EYFS, KS1 and KS2
- Report to the Headteacher on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject 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 Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Monitoring & Review

At Hornton Primary School, we place great store by learning from mistakes, encouraging a resilient and positive attitude to meeting challenges and learning from them. Ongoing assessment is carried out across the school. Some of this is informal on a day-to-day basis - teacher assessment is carried out on an ongoing basis using a range of assessment materials, and other relevant assessment and observation toolkits. These observations are recorded using our FLIC assessment system. Some assessment is formal to meet the requirement of statutory assessment – EYFS Profiles at the end of Reception, Year One Phonics Screening, and SATs at the end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6). We review how well resources are matched to learning needs – in terms of use of time, space and money.

Class Teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives. Subject Leaders/teams and our SLT monitor the way the subjects are delivered throughout the school. They review long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.