



CURRICULUM POLICY 2021

Our Curriculum

At Highweek Primary School, we deliver a curriculum underpinned by the 5Cs:

Collaboration
Connection Making
Curiosity
Creativity
Challenge.

We ensure that these five learning dispositions are at the heart of our curriculum.

Introduction

Every child is an individual. We aim to teach the National Curriculum in a way that recognises how children learn best so that they all have an opportunity to develop to their potential.

The subjects of the National Curriculum are:

English (including reading, writing, speaking and listening); Mathematics; Science; Art; History; Design & Technology; Music; Geography; Physical Education; Religious Education (not a national curriculum subject but required by law)

The framework for the national curriculum at key stages 1 and 2 includes:

- contextual information about both the overall school curriculum and the statutory national curriculum, including the statutory basis of the latter
- aims for the statutory national curriculum
- statements on inclusion, and on the development of pupils' competence in numeracy and mathematics, language and literacy across the school curriculum
- programmes of study for key stages 1 and 2 for all the national curriculum subjects that are taught at these key stages.

Parents whose religious beliefs may lead them to consider withdrawing their child from religious education lessons are invited to discuss the content and teaching of the curriculum with the Headteacher before making a final decision.

Intent

At Highweek Primary School we offer a broad, balanced and academically rigorous curriculum for all our learners. Our curriculum is shaped and defined to meet:

- the needs of our children here at Highweek
- the needs of our wider community
- the values of our school
- the location of our school.

The curriculum is tailored to the needs of all children and is aspirational, engaging relevant, challenging, enjoyable and enriching. We are a very inclusive school and strive for all pupils' to make maximum progress from their starting points.

May 2021

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CURRICULUM POLICY 2021

Our curriculum provision has been developed with a clear intent to:

- Provide a broad and balanced programme of study that meets the needs of all of our children.
- Enable all of our children to make progress in their learning and achieve their full potential
- Equip our children with the knowledge and cultural capital they need to succeed in life.
- Support the acquisition of knowledge, vocabulary and language of learning.
- Promote good behaviour and safety
- Support children's spiritual, moral, social and cultural development

We do this through the 5C's – Collaboration, Curiosity, Connection making, Creativity and Challenge

Our Curriculum Aims at Highweek Primary School

It is our aim that by the time the children leave Highweek Primary School to embark on the next stage of their education, they are equipped with academic attitudes, skills and knowledge, and have developed the personal attributes needed to enable them to become successful citizens of the future.

Highweek children are encouraged to be active learners by being inquisitive, motivated and resilient learners. Our work around developing children into positive learners with a Growth Mindset, that embrace challenge, show great resilience and are able to reflect on their learning is at the forefront of our approach. This makes the school environment a dynamic and exciting place to be.

The school puts high importance on sport and healthy lifestyles. We are committed to ensuring that pupils can access a broad range of provision and sports through our curriculum and extended school provision. We have a full time sports coach and a good range of facilities. Sporting activities are also set up at lunchtimes to encourage purposeful physical activity. Year 5 children support this in their leadership roles as playleaders, encouraging participation and collaboration. Daily Physical Activity (DPA) for all pupils supplements our PE curriculum.

A Knowledge, Skills and learning Attitudes-based Curriculum

Our curriculum is designed with knowledge, skills and learning attitudes at its heart to ensure that children develop a strong vocabulary base and understanding of the world. The curriculum promotes long term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum inspired by current research on how memory works, to ensure that children are taught in a way in which they can remember the content in future years. Our subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught and pupils can work towards clearly defined end points.

May 2021

Laying the foundations of lifelong learning



CURRICULUM POLICY 2021

This is achieved by our teaching of how we become the best learners that we can be, focussing around the 5Cs: Collaboration, Connection Making, Curiosity, Creativity and Challenge.

Our approach to teaching and learning is clearly defined and its components are set out in **Highweek's Teaching and Learning Expectation and Standard** document.

Our Curriculum Drivers

We have developed a set of 'drivers' for our curriculum which we believe support us in meeting the needs of our pupils.

Our curriculum drivers are **Aspiration, Resilience, Learning Pit, Preview and Feedback**. Our school drivers are at the heart of each topic and the themes develop coherently throughout the school year. We use these drivers alongside our values programme and weekly Growth Mindset themes underpin the development work we undertake in all areas of school life and to ensure that our curriculum offer is enriched and personalised to our children and their families.

Implementation

Curriculum Organisation:

The curriculum in each year group at Highweek is taught through six exciting half termly topics. Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and purposeful play. The statutory National Curriculum is taught across Key Stages 1 and 2. We use a variety of published schemes of work, national and County Syllabus' and planning resources and tools to ensure that all programmes of study are fully covered. Our curriculum is organised around subjects and, where feasible, relevant and efficient, subjects are integrated to make meaningful connections, whilst maintaining the integrity of each subject discipline.

We use a 2 year rolling programme of planning to accommodate any mixed year groups in classes and to ensure that there is clear progression and depth of learning. Some subjects or aspects of subjects, such as Music and Art, require frequent re-visiting and continuous practice and are appropriately taught discretely on a daily or weekly basis.

We plan work for each class to cover all areas in a balanced way. Some of the work is taught in separate subject lessons and some aspects are built around themes or topics, because for young children it can be very artificial to separate the work into different subjects. (For example; children can develop language skills through discussing a scientific experiment, use measurements when studying an aspect of Geography, or have to read instructions in Maths.) When using a thematic approach, we use a 'WOW' event, either a visit or experience, as a hook for learning, as part of the introduction or as a culmination of the theme.

May 2021

Laying the foundations of lifelong learning



CURRICULUM POLICY 2021

The learning in knowledge-led subjects, such as History, Geography and Science, is organised into units of work called projects and each one develops the knowledge, skills and understanding of the area under study in the subject. These are of varying length, depending on the content to be taught and learned. The projects are usually taught in blocks, so that pupils can fully immerse themselves in the project and see the results of their learning as the work progresses. Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

We use a variety of teaching methods including whole class lessons, group work and independent learning. Each has its place. We place high importance on developing pupils learning dispositions in order that they have an active curiosity in the curriculum and desire to learn and make good progress. We have realised that creating a Growth Mindset in both our children and staff is the key to creating happy, successful individuals who embrace challenge, celebrate their mistakes and learn from them and finally preserve and show resilience in all they do. Our curriculum incorporates developing these learning traits through our Achievosaurus in EYFS and then in Key stages 1 and 2 the use of Growth Mindset. This is core to how we deliver the curriculum at Highweek.

Subjects and lessons are sometimes introduced to the class as a whole through discussion, dialogue or factual presentation. The end of a lesson can include a plenary during which the class can consider what they have learned and the progress they have made. The class may also come together for 'dialogue time' supporting personal, social development and citizenship. Other areas which bring the whole class together include for stories, music, P.E. and games, drama and dance.

Themed-days are based around our curriculum priorities, such as Science or Art week and involve the school with an opportunity to work across year groups and classes capitalising on different teachers' expertise. From time to time, a day event - whole school, class or year group- will be organised to celebrate an occasion, promote an idea or consolidate learning, for example, World Book Day or E-safety, Sports Day, charity events such as Comic relief.

Learning goes beyond the classroom, taking advantage of the locality and school grounds, and is enhanced by visitors with specific expertise and wide experiences. These include day trips, extra-curricular clubs and residential visits. We call this our **11 before 11 Curriculum**.

Impact

The impact of the curriculum is measured in progress made and attainments achieved and personal qualities acquired.

The impact of our curriculum is seen in:

- The progress our children make in relation to their starting points
- High standards and expectations for each year group as they move through the school.

May 2021

Laying the foundations of lifelong learning

CURRICULUM POLICY 2021

- Quality learning experiences which are memorable, worthwhile and challenging.
- Teaching which is rigorous, personalised, innovative and learning-centred.
- Children that are curious, embrace challenge, engaged, resilient, questioning, resourceful, independent and collaborative. .
- Children with high levels self-efficacy and belief, with well-formed characters, who have a thirst for learning and are aspirational for their futures and see learning as a route to maximising their life's chances.
- Individuals who value and respect one another and demonstrate Highweek's values.

Means of Measuring Impact:

The curriculum is regularly reviewed, developed, monitored and evaluated by the Headteacher, Senior Leadership Team, external advisers and Governors, leading to improvements and innovation. Subject leaders take responsibility for ensuring coverage, progression and standards through long and medium-term planning, promoting the subject and developing the teaching methodology and securing high quality resources. They regularly monitor and evaluate learning, teaching and the curriculum.

Planning is detailed, regular and collaborative and prepares teachers so they provide a coherent, personalised learning experience.

Assessment is both formative and summative and progress and attainment are regularly tracked and followed up in termly Pupil Progress meetings. Our assessment policy sets out how we use assessment to measure impact.

The school puts high importance on sport and healthy lifestyles. We are committed to ensuring that pupils can access a broad range of provision and sports through our curriculum and extended school provision. We have a full time sports coach and a good range of facilities. Sporting activities are also set up at lunchtimes to encourage purposeful physical activity. Year 5 children support this in their leadership roles as playleaders, encouraging participation and collaboration. Daily Physical Activity (DPA) for all pupils supplements our PE curriculum.

EYFS

On-going formative assessment is at the heart of effective early years practice. Teachers observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home (observation). They observe what children can do to help identify where the child may be in their own developmental pathway (assessment). They consider ways to support the child to strengthen and deepen their current learning and development (planning and interaction). Teachers will develop many other approaches in response to the children with whom they work and use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (planning and interaction). Please see EYFS Curriculum policy 2021.

Work at home

May 2021



CURRICULUM POLICY 2021

From the earliest days in school parents are encouraged to share books with their children and later to hear them read as they become more able to read for themselves. Parents can also help by showing an interest in paintings and other work brought home. Older children will often request to take work home to finish or might sometimes be encouraged to do so.

In addition to the above, “preview learning” is given to children with the aim of developing work in class and building a partnership between parents and the school. Preview learning is to allow children and parents to research topics and areas of the curriculum that they will next access, giving the children the opportunity to have a “head start” in their knowledge and understanding of that area, allowing the learning to move on at a quicker pace. The length of the preview learning will depend on the area of the curriculum. It can be set on a weekly basis, or one area can last several weeks. Preview learning is always celebrated throughout the school on display in the class room and corridors. This could include learning spellings and mental arithmetic skills such as tables.

Curriculum information

At the beginning of each term, parents are sent a newsletter explaining the work that their child will be covering and how they can help. Early in the autumn term parents are invited into school to meet the teacher and discuss the year ahead.

Complaints

Any complaints about the curriculum should be first brought to the school (class teacher and Headteacher). If a parent is not satisfied with the answers given there is a formal procedure to be followed, a copy of which is available from the Headteacher on request.

Assessment and testing

Assessment forms a daily part of our work. To help the children to learn we need to know what each child can do so that we can plan for the next stage. We are making assessments when we hear a child read, when they read what they have written, when they talk about their work, when we watch them in P.E. or when they are building a model and so on. Sometimes these assessments are recorded for later use. Often they are acted upon straight away, for example by asking a question to help a child understand an idea more clearly. Our effective feedback and marking policy demonstrates how we assess work. Teachers check pupils’ understanding systematically, identify misconceptions accurately and provide clear direct feedback, in doing this they are able to adapt their teaching where necessary. Our Assessment Policy explains our processes and procedures in more detail.

Special needs

The school has a special needs policy written in the light of the national code of practise and approved by the governors. (It is available in school should parents wish to read a copy.)

May 2021

Laying the foundations of lifelong learning



CURRICULUM POLICY 2021

Every school has a minority of children with 'Special Needs'. That is, children who are in need of particular help or supervision if they are to make good progress and benefit from the whole curriculum. At Highweek we try to make sure that all children are working to their potential and get extra help if they need it. All classes have access to assistants who are employed largely to enable extra help to be given to individuals and small groups.

We also discuss and consider the needs of children who show special abilities in particular areas of the curriculum. We include in our planning, activities designed to stretch the most able.

Equality Statement

This policy is compliant with the Equality and Cohesion Policy. This Policy is based on best practice to ensure a consistent and effective approach. The Governing Board and the Headteacher (Chair of Governors) have a particular responsibility to ensure that the processes are managed fairly, equitably, objectively and must not discriminate either directly or indirectly on the grounds of a person's race, sex, gender reassignment, sexual orientation, marriage or civil partnership, disability, age, pregnancy and maternity or religion or belief.

Signed:.....Chair of Committee

Date of review and adoption by Governing Board: 23rd March 2021

Date for next review: March

May 2021

Laying the foundations of lifelong learning