

**Curriculum Policy 2a 3a**

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# Introduction

At Hemdean House School we aim for our pupils to flourish and fulfill their potential. We are dedicated to the education of the whole child, encouraging confidence, initiative, responsibility and self- discipline. Thus, supporting them in becoming self-assured, imaginative, cultured individuals who are inspired and motivated to learn for the sheer joy it brings.

We believe that our curriculum should be broad, balanced and relevant to meet the needs of all today’s children, whatever their ability, preparing them for their future lives and supporting them in achieving their personal goals and successes. Our curriculum provides all pupils with diverse experiences in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic and creative education. The school’s plans and schemes of work across all subjects, for all ages and all abilities reflect the needs and aptitudes of all pupils.

The taught curriculum is based on the National Curriculum which we secure, extend and deepen both in academic subjects and also in themes across the school, such as the core British values of democracy, the rule of law, individual liberty, mutual respect, tolerance and diversity of those with different faiths and beliefs. These are embedded across our curriculum and taught explicitly in PSHE EDUCATION lessons.

In Early Years, the curriculum taught is the statutory framework for the Early Years Foundation Stage (EYFS) which sets realistic and challenging expectations that meet the needs of our children and ensure they are well placed to move to Key Stage 1.

We ensure the children have a range of learning experiences that challenge, stimulate and inspire them, promoting independence and develop initiative and problem-solving abilities.

# Aims and Objectives

* To allow children to understand concepts and use subject-based skills, thinking skills, and personal development skills to apply in relevant situations.
* To develop each child’s speaking, listening, literacy and numeracy skills.
* To offer equal access to learning for all pupils with high expectations for every pupil and appropriate levels of challenge and support to make progress.
* To make links across the curriculum so that children can see learning as a whole.
* To offer opportunities for learning and development using an enriched curriculum including art, music, drama, Forest School and cookery.
* To provide opportunities for exploring learning potential within issues relating to ‘real life’ - the local community and the wider world emphasising the role of citizenship.
* To offer opportunities for diverse learning styles e.g. kinesthetic, visual, auditory
* To support children’s spiritual, moral, social and cultural development
* To support children’s physical development and responsibility for their own health and enable them to be active.
* To challenge and inspire children to learn independently
* To promote a positive attitude to learning.
* Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.
* To prepare our children for their secondary school education.
* To prepare children effectively for the opportunities, responsibilities and experiences of life in modern British society.
* Create a safe environment where children feel confident to approach any member of staff with a worry or problem.
* To equip children with the skills to support life in the modern world for example ICT skills, finance skills and understanding of sustainable life style.
* To equip children with the skills and knowledge to be independent thinkers, confident to share their views and opinions in a respectful manner.

# Teaching at Hemdean House

At Hemdean House School our key aim is to ensure effective teaching using a wide variety of teaching styles and strategies. All teaching aims to:

* Enable pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.
* Fosters in pupils’ self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
* Involves well-planned lessons and teaching methods, activities and management of class time.
* Shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons.
* Demonstrates good knowledge and understanding of the subject matter being taught.
* Effectively utilises classroom resources of a good quality, quantity and range.
* Effectively use of classroom displays to support and showcase children’s learning but to not overwhelm.
* Demonstrates that a framework is in place to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.
* Utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.
* Does not undermine fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Does not discriminate against pupils contrary to Part 6 of the Equality Act 2010
* Provide feedback to pupils both orally and through effective marking in accordance with the schools marking policy.
* Make effective use of Learning Support Assistants and other adults in the classroom. Ensuring that planning is available to them and that they are directed with appropriate groups or individuals.

# Principles of Learning and Teaching

The curriculum will aim to:

* Have a child-centered outlook for learning;
* Provide opportunities for pupils to acquire and share speaking, listening, literacy and numeracy skills;
* To monitor pupils’ progress according to the skills as required in the curriculum;
* To use differentiation to support or challenge each child accordingly;
* To provide continuity and progression in the acquisition of knowledge and skills;
* To promote children’s enjoyment and commitment to learning and achieving;
* To provide opportunities for cross-curricular links;
* To provide opportunities to re-enforce British values and culture with lessons, organised trips, initiatives in the community and external speakers and workshops;
* Allow children to acquire new knowledge or skills in their work, develop ideas and increase their understanding;
* Encourage children to ask questions and show a desire to learn;
* Ensure children produce work of a good standard;
* Ensure children understand how well they are doing and what they can do to improve through effective feedback marking.
* Offer a blended learning approach giving pupils the opportunity to access online materials as well as classroom-based materials.

**Planning the Curriculum**

* Subject leaders agree and write long term plans which contain details of the topics covered each term per year group for the academic year
* Class teachers will write medium term plans for their year group which contain the objectives, (skills and knowledge) and outcomes for each topic covered each half-term
* Academic Lead will create progression maps to highlight the development throughout the whole school.
* The long term plan and medium term plan form the scheme of work and ensure continuity and progression
* Teachers will use the above to write weekly plans which include details of activities, resources, differentiation with more detail given to maths and English plans.
* Daily plans will be annotated with reflections from the lessons and filed for future use in informing future planning.
* Plans will be annotated with codes to illustrate how British Values are embedded in to teaching and learning. (BV1= Rule of Law, BV2=Democracy, BV3=Individual Liberty, BV4=Respect, BV5=Tolerance, BV6 Diversity)
* IT opportunities will be noted on planning
* IMP (in the moment planning) noted on annotated plans to show child-led activity has taken precedent over planned lessons.
* Parents are informed of each year group’s learning objectives for the term by a summary shown in a Topic Web and termly letter from the class teacher.
* Clear objectives and plenaries to strongly encourage children’s learning
* Any child on an EHC plan has objectives and strategies in place to enable them to acquire skills
* Children requiring additional support and intervention will have a SEND Support Plan, detailing strengths and areas of support including strategies and interventions. This is prepared by the class teacher in discussion with the SENCo and any outside agencies.
* Intervention programmes are discussed and timetabled with the SENCo

# The Early Years Foundation Stage (EYFS)

* The Early Years Foundation Stage is delivered holistically through play-based activities
* None of the areas of learning can be delivered in isolation from others. They are equally important and depend on each other
* Activities and learning opportunities are provided to match children’s interests
* Topics are set half termly in accordance with long term plans
* Short term (weekly planning) covers the Development Matters aspects of the EYFS
* Opportunities build upon and extend children’s knowledge, experience and interest, and develop their self-esteem and confidence
* We build a partnership between practitioners and parents, so that our children feel secure at School and develop a sense of well-being and achievement
* Practitioners have an understanding of how children develop and learn, and how this affects their teaching
* Children have free flow access to outside learning areas with a variety of activities and opportunities to explore and discover in the outdoor environment.

# Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

* More able pupils
* Pupils with low prior attainment
* Pupils from disadvantaged backgrounds
* Pupils with additional needs including English as an additional language.
* Pupils with an EHC Plan.

Teachers will plan differentiated lessons so that all pupils can access the National Curriculum subjects, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects including the use of additional IT resources within the classroom.

Where deemed necessary children will be given the opportunity for small group intervention in maths, spelling (using Lexia) and to develop English language skills supported by a TEFAL trained teacher.

# Organisation

From the beginning of Year 1 subjects are generally taught as discrete areas of learning, with all children having one Maths and one English lesson per day. For EYFS and Key Stage 1 children participate in daily phased phonics groups, which allow children to progress at the appropriate rate of learning to develop their phonics skills for reading and spelling. When necessary children from Year 3 and other Key Stage 2 classes will participate in phonics lessons and/or interventions. History and geography skills and knowledge are taught in a combined manner under ‘Humanities’ and along with this RE, PSHE and Art are taught on a weekly basis by the class teachers across all Key Stages. All children have specialist teachers for Science, music, drama, PE, Exam Prep, cookery, Forest School and MFL (French for EYFS, Key Stage 1 children, Spanish for Year 3 and 4 and French and Spanish for Years 5 and 6). As the children move up to Key Stage 2 the teaching day becomes longer and homework expectations become greater (as per Homework Policy).

For Early Years, learning and play opportunities are provided for children through a wide range of carefully planned, adult led and free play activities both inside and outside and through visits and outings with practitioners holding relevant early years qualifications

# Strategies for Assessment and Recording

Assessments will take place at the end of each unit of work. These sometimes take the form of a specific test but can be an overall evaluation completed by both the teacher and child, combined with a mind map or KWL grid. Oral contribution can be taken as on-going monitoring and photographs provide additional evidence. English and Maths are formally assessed at the end of the academic year for all children from Year 1 to Year 6 and Science for Key Stage 2 children. GLS PT tests are used and provide standardized scores and extensive feedback to inform report writing and targets. In addition, this provides a year on year comparison for monitoring progression through the school. Written reports to parents record effort at the end of the Autumn term and attainment at the end of the year. A parents evening is held in the Autumn term to discussion child’s start in new year group with progress on targets being reported in the Spring term at parents’ evening. SEND pupils’ progress is reported to parents termly.

In the Early Years Foundation Stage, observing and recording what children do helps staff plan for children’s development and progress. This is done by identifying significant steps of achievement, matching experience to what a child can realistically achieve and setting targets. Assessments are both formal and informal. An EYFS profile is kept on each child and these are shared with parents at parent’s evenings in the Autumn and Spring term. In addition, the online based journal “Tapestry” is used to record progress and report on a daily basis to parents. At the end of the Reception year in School, all children are assessed against the 17 Early Learning Goals and this is recorded in their EYFS profile. Within the final term of the EYFS, we provide a written summary to parents, reporting their child’s progress against the Early Learning Goals and a short report on the characteristics of learning.

# Personal, Social and Health Economic Education (PSHE Education)

Discrete weekly lessons are delivered in class by the class teacher, using the CORAM SCARF scheme of work, any particular issues are dealt with promptly as they arise and followed up with PSHE lessons as appropriate. Alongside this a medium-term plan is followed covering the School’s aims and ethos, relationships education, core British values and spiritual, moral, social and cultural (SMSC) development. This actively promotes and encourages respect for other people’s individual characteristics, opinions and ideas as set out in the Equality Act 2010. Anti-bullying week activities take place each year but are an on- going part of weekly discussion. Mental Health and Well Being are key ongoing topics of discussion particularly during times of online learning but also throughout the year with children encouraged to express their feelings and concerns and regular correspondence with parents offering ideas to support their children’s wellbeing. Kindness is continuously encouraged with activities throughout the academic year with a particular focus during kindness week. Children are allocated a buddy with the older children supporting the younger children both in specific session but are also a point of contact in the playground to support appropriate play and minor conflict resolution. This allows all elements of our PSHE education to be applied in every day life.

Mindfullness is practised at the end of lessons to calm and focus the children ready for their continued learning through the day.

Children are encouraged with the awarding of, Head Teacher’s awards and Star of the Week. ~~Happy faces and~~ Dojo Points are awarded for good work, additional work, behaviour and for any other appropriate situation and promote a team spirit as they build towards a House total and House Champion of the term. ~~as well as recognition for the child in each class achieving the most points Happy Faces.~~

**Forest School**

Hemdean House Forest School offers children the opportunity to build independence, confidence and self-esteem though a series of child-led achievable experiences outside the classroom setting. It offers a practical approach to learning and applying knowledge and skills as well as developing teamwork. The approach supports children experiencing barriers to learning utilising and developing a range of learning styles and offers unique opportunities which encourage child-initiated activities. Forest School benefits mental health and wellbeing initiatives being based predominantly in the outdoor environment known to have a calming and distressing effect. The promotion of sustainability and recognition of environmental issues has a key role in developing a community thinking child and citizen science projects and award schemes develop a respect and considered thought process for the future of the environment. Many of the skills relating to British Values are part of the Forest School practise and ethos when working as a team; Rule of Law, Democracy, Individual Liberty, Respect and Tolerance towards nature the environment and each other’s views and opinions. The inclusion of Cookery on the Forest School curriculum supports many areas of understanding a healthy lifestyle and exploring healthy eating in a sustainable and practical way. ~~Termly Herbal workshops explore the historical, culinary and medicinal use of naturally growing plants and herbs~~.

**Online Learning (During national emergencies)**

During times of National Lockdown or other unforeseen circumstances, the school aims to offer daily live lessons to all year groups. Children will receive daily maths and English lessons (including phonics lessons in EYFS and Key Stage 1). These will be delivered using zoom by class teachers. In addition, the children will receive one lesson of PE, Science, Humanities and PSHE Education/RE per week. Children receiving intervention lessons will continue to be supported with 1:1 lessons and class teachers offer 1:1 lessons where deemed appropriate to ensure the continued progression of their students.

In order to ensure children, have access to appropriate resources teachers will prepare resource packs including reading books which will be delivered to the child’s home address on a weekly basis. In addition, Forest School and Art activity packs are sent home to supplement the online live lessons. In addition, work can be allocated using Purple Mash or set via Class Dojo. Special days and events are also included in the online timetable as well as “cook along” sessions. Parents are updated with new online resources as appropriate by class teachers and subject leaders.

Parents receive daily information about the planned lessons and work and work is set and retuned using email or on the online platform Class Dojo. This allows teachers to track work and feedback quickly to the children as would happen in the classroom.

The children are continually monitored for their mental health and wellbeing and offered pastoral meetings if necessary. Along with this weekly video messages are sent via ParentMail to families from the Head Teacher and families are able to correspond via email with the class teacher. The children are motivated with ~~happy faces and~~ Dojo points as well as certificates and messages form the Head Teacher and class teachers.

# Extra-Curricular Activities

We teach through a multi-sensory approach and encourage educational visits as part of the children’s learning which helps to encourage greater cross-curricular links. All children from Year 1 have the opportunity to participate in an annual residential trip. Special events, including off curriculum days, workshops and competitions are organised both within school and with other schools in the community.

The School sets whole school challenges on a half termly basis (The Big Brain Challenge) offering the opportunity for extended learning across a broad range of topics.

Children are encouraged to make suggestions and to develop ideas individually and as a school through the School Council and Eco Committee. A number of lunchtime and after school clubs take place to nurture special interests and hobbies and there is a school library which the children are encouraged to use on a regular basis.

Children are also encouraged to celebrate any out of school achievements or showcase hobbies during assembly time to build confidence and pride in their abilities and achievements.

# Roles of responsibility

**The Governing Body**

All members of The Governing Body must ensure that they understand and fulfill their responsibilities and 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
* It participates actively in decision-making about the breadth and balance of the curriculum ensuring that appropriate plans and schemes of work, are drawn up and implemented effectively ensuring that;
  + pupils are given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education; as construed in accordance with section 8 of the Education Act 1996 regarding full-time supervised education for pupils of compulsory School age
  + it does not undermine the fundamental British values of democracy, the rule of law, individual

liberty, and mutual respect and tolerance for those with different faiths and beliefs.

* + Pupils receive personal, social, health and economic education which;
    - Reflects the Schools aims and ethos.
    - Encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
* That all pupils have the opportunity to learn and make progress
* Proper provision is made for pupils with different abilities and needs, including children with additional

needs

* The school effectively prepares pupils for the opportunities, responsibilities and experiences of life in British society

**Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

* This policy also links to other policies on: individual subject policies, additional needs, homework and safeguarding in the curriculum
* 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 and is reviewed by the governing board
* 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 make informed decisions

Proper provision is in place for pupils with different abilities and needs

Other staff

* All staff will ensure that the school curriculum is implemented in accordance with this policy.
* Individual staff are responsible for specific areas of the curriculum, Literacy, Numeracy, Humanities etc. and should ensure progression of planning throughout their subject area
* The Curriculum Lead will ensure appropriate progression of the curriculum throughout the Key Stages.
* The Curriculum Lead will monitor planning and ensure the required elements are incorporated according to this policy.

# Links with other policies

This policy links to the following policies and procedures:

* EYFS policy
* Assessment policy
* SEND and EAL policy
* PSHE EDUCATION policy
* Homework policy
* All Curriculum Policies relating to each subject area.
* Equal opportunities
* E-safety Policy
* Safeguarding Policies

# Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2), COVID 19 Up-dates and Guidance and RSE regulations