

**HADDENHAM COMMUNITY INFANT SCHOOL**

**CURRICULUM POLICY**

**Next review date: November 2023**

# Curriculum Policy

## CURRICULUM INTENT

Introduction The curriculum is all of the planned activities, which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the Foundation Stage Curriculum and the National Curriculum, but also takes into account the schools commitment to the development of the creative arts, and is underpinned by the vision and values of the school

At Haddenham Community Infant School, we strive to generate a caring atmosphere in which all children can participate, flourish and achieve success. Differences between children are recognised and celebrated. All members of the school community encourage children to work and play alongside each other happily and harmoniously. We provide exciting, interesting learning experiences, which build upon individual children's strengths and interests. We also ensure that all children build their understanding of what it takes to be an effective learner and are given daily opportunities to develop their independence. Our ultimate aim is to give all of our children the confidence and enthusiasm to become life-long learners.

## Rationale (Curriculum Vision)

Our curriculum is designed to inspire and motivate all of our pupils to be the best learners that they can be.

At Haddenham Community Infant School each child is valued and understood as an individual; academically, socially, emotionally and as a spiritual being. Our pupils are at the very beginning of their lifelong learning journey and we strongly believe that the curriculum we offer them should enable them to communicate their thoughts and ideas clearly, take risks, develop their collaborative skills, and explore their creativity and to recognise and articulate their strengths.

At the heart of our curriculum is the wellbeing of all pupils. As a school with all learners being under the age of eight, we understand how the wellbeing underpins deep learning in all areas of our curriculum as well as being completely accessible to all pupils regardless of age, gender ability or disability.

We never forget that a happy childhood is the right of every child and that play and first hand exploration of the exciting and diverse world in which we live is a crucial part of the child's development and key to a happy, successful life.

## Aims

Our aim is for all children to:

- Become independent learners with lively enquiring minds.
- Develop a love of learning and the ability to think for themselves.
- Be self-motivated and self-confident.
- Develop the knowledge, concepts and practical skills that they will need throughout their lives including those that relate directly to English, mathematics and ICT.

- Be able to work as a member of a group and as an individual with the perseverance to complete a task.
- Have a sense of wonder and respect for the world around them.
- Be well adjusted individuals with the ability to make and maintain positive relationships with both peers and adults.
- Develop an understanding and a respect of different cultures, faiths, religions and contribute to the promotion of British Values.
- Develop their imagination and their creativity in all areas of the curriculum, including the arts.
- Develop the ability to make sensible choices regarding their own and others safety and the maintenance of a healthy life style.
- Work to the best of their ability and to experience success.

## **CURRICULUM IMPLEMENTATION**

### **Our approach to the Curriculum**

Wherever possible we adopt an interdisciplinary approach to our curriculum design to ensure that the learning we offer is rich, relevant, ignites interest and provides the opportunity for deeper learning outside of school. We plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and the Foundation Stage Curriculum and we ensure that there is planned progression in all areas.

### **Organisation and Planning**

We plan our curriculum in three phases. We agree a long term plan for each phase of learning which also then interlinks to promote continuity and progression of teaching and learning right across the school. The long term plans for each phase of learning indicate which topics are to be taught in each term and outline how the national curriculum programmes of study are interwoven to create a motivating, purposeful context for learning. Foundation subject planning closely follows the National Curriculum programme of study and our RE teaching follows the locally agreed Buckinghamshire syllabus 'Challenging RE.' Further details in relation to all taught subjects can be found in individual subject policy documents.

Medium term plans offer clear guidance in relation to specific teaching objectives, teaching strategies employed, resources, timescales and expected learning outcomes for different groups of pupils. As long as the teaching and learning as described in the programme of study is followed, teachers and pupils can work together to adapt the medium term plan to more accurately reflect both the needs and the interests of the class.

Short term plans are personal to each teacher and contain as much or as little detail as they feel that they need to teach all of the pupils in their class effectively and to ensure that teaching and learning is adapted on an ongoing basis to meet the intended learning outcomes identified for every pupil.

### **Children with Special Educational Needs and/or a Disability (SEND)**

The curriculum in our school is designed to provide access and opportunity for all children who attend our school. Every child is an individual and we pride ourselves on our ability to adapt both the curriculum and our teaching styles to ensure that every child can be included in every learning experience that we offer in every year group. For full details of our schools approach to any pupil who may have a disability or an additional need please refer to our SEND policy and Buckinghamshire Council 'Local Offer'.

## **Equal Opportunities**

Our curriculum is designed to ensure that every child can experience, learn and achieve whatever their ability, age, disability, gender, race, religion or culture. Parents are encouraged to discuss any concerns they might have in relation to the above with their child's class teacher in the first instance. Every effort will be made to adapt how we offer aspects of our curriculum if necessary. We are sensitive to children's protected characteristics and also make every effort to ensure that all school resources reflect our commitment to equal opportunities for all.

## **The Foundation Stage Curriculum**

The curriculum that we teach in the reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. In order to ensure that children are given broad and meaningful learning experiences, we follow the statutory guidance for Early Years Education, within the birth to five framework and children are assessed against Development Matters as they progress towards the Early Learning Goals at the end of the academic year. Currently the Early Learning Goals within the framework require that children develop skills within seven areas of learning. These are; Communication and Language, Physical Development and Personal and Social and Emotional Development (Prime Areas), alongside Literacy, Mathematics, Knowledge and understanding of the World and Expressive Arts and Design (Specific Areas). There are however, no requirements for specific subjects or topics to be taught but rather that the children have a wide variety of experiences, which are meaningful to their own development and their growing understanding of the world around them. The teaching space includes both indoors and outdoors and children have access to both every day, as long as there are sufficient team members available.

Our school fully supports the principle that young children learn best through play. Our early years team is highly skilled and provides exciting, well-resourced play based learning 4 experiences which enable all children to develop a love of learning and to acquire the skills and learning attitudes that they need to successfully transition into Key stage 1.

Working in partnership with parents is vitally important to us and from a child's earliest days in school. Parents are welcomed into our school and give many opportunities to find out more about our curriculum, how we approach teaching and learning in the early years and how they can best support their child at home. A parent can make an appointment to meet with a teacher at any time, and the early year's team make themselves available to speak to parents at the end of every day on an informal basis.

## **The Role of the Subject Leader**

The role of the subject leader is to;

- Provide a strategic lead for the subject. This includes engaging in Continuing Professional Development (CPD) activities which enables them to keep up to date with new curriculum information provided by both Buckinghamshire Local Authority and other recognised national bodies (e.g. Oxford and Cambridge University, Education Endowment Foundation, Arts Council England).
- Offer advice and support for colleagues in relation to the subject, (1:1 or by leading a staff meeting) particularly for those new to the teaching profession.
- Monitor the curriculum offered, by looking at long term and medium term planning documentation and visiting classrooms.
- Monitor pupil progress against our schools agreed foundation subject milestones by reviewing subject data, looking at pupils work and holding pupil interviews.
- Ensure that the resources we provide are fit for purpose and in a good condition.
- Bid for and manage a small budget to ensure that all of the above points can be demonstrated.

Our school reviews its curriculum provision on a regular basis (at least annually). Once a year subject leaders are required to formally review the way in which their subject is taught in all year groups and then to plan for improvement where necessary, after discussion with the senior leadership team (SLT). Subject leader's recommendations for their subjects further development is shared with the whole school team and then linked into the School Development Plan (SDP).

## **CURRICULUM IMPACT**

### **Monitoring and Review**

Our governing bodies curriculum committee is responsible for monitoring the way in which the curriculum is implemented and its impact on learners. Different curriculum areas are under focus each year, determined by the SDP (which is written annually in response to local and national initiatives, as well as in response to internal school data).

We have named governors for all curriculum subjects and these governors liaise with the subject leaders of these subjects and monitor how these subjects are taught regularly, reporting back to the whole governing body using both written and verbal means.

The head teacher and phase leaders are responsible for the day-to-day organisation of the curriculum. The SLT monitor planning documentation and take regular learning walks around the school ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way in which their subject is taught as outlined above and take responsibility for ensuring that the necessary resources are stored appropriately and are readily available when required.

We have identified key assessment points for all of the subjects that we teach and we collect and analyse our curriculum data using Pupil Asset software for our core subjects/EYFS and other curriculum assessment grids for the rest of the curriculum subjects. Our annual reports to parents reflect the data collected in terms of attainment of each individual child together with information about how well the children have engaged with each subject. We also use the data to identify specific aspects of the curriculum in which a number of children might be underperforming. Additional monitoring activities may then take place, the outcomes of which, may lead to a specific school improvement focus being developed.

We also make sure that the curriculum each year group offers will meet the needs of the next cohort of children, adapting it (e.g. gender bias or a child with a complex physical disability) to ensure it is fully inclusive. Any longer term developments, or areas of the curriculum that need a renewed sharper focus are then fully addressed in the following years School Improvement Plan.

This Policy is reviewed annually.